

PROPOSAL FOR REVISION

of

MASTER'S DEGREE PROGRAM

in

EARLY CHILDHOOD EDUCATION

College of Arts and Sciences

November 2009

(re-submitted to CAS Curriculum Committee)

(Revised in March 2010)

OVERVIEW

A. SUMMARY/MAJOR POINTS

- The current MA program has no students enrolled and is not meeting needs of

emerging ECE profession nor the needs of the workforce in the District of

Columbia

- The proposed configuration utilizes all currently approved courses with the

addition of courses retrieved from the archive and several psychology courses

- The proposed configuration creates specialization areas or options which conform

to the criteria for NAEYC-accredited advanced programs, and the following options

- utilize the resources and faculty currently available in the Department,

while responding to recognized need and funding sources;

- can be monitored for enrollment and new ones added as situation changes; and

- can be "certificate programs" as well

- The proposed configuration and admission requirements meets the criteria for an

NAEYC-accredited advanced program, including:

- diversity of educational and experiential backgrounds of students, yet

- demonstrating foundation knowledge and skills through a qualifying score on the Praxis II exam and/or B or better on pre-requisite courses, and enrollment, with a

- core of courses assuring coherence within the graduate program requiring "development of a shared conceptual framework and a common vocabulary and reference points—for example, theoretical perspectives on development, curriculum, and assessment"

- individualized internship in specialization with nationally recognized researchers, educators and administrators

- capstone course integrating and synthesizing students' knowledge and skills while highlighting current and emerging issues in the field and requiring a professional electronic portfolio

B. PHILOSOPHY

The MA program in early childhood education prepares reflective teachers of children from birth through grade two, as well as specialists in literacy, advocacy, administration, and assessment. Our graduates will understand how children grow and develop and can successfully guide young children, parents, students, and staff from diverse cultural, social, and language backgrounds. Central to the program's philosophy is a commitment to provide quality education for all young children and advocate for linguistic and cultural developmentally effective and research-based practices in early childhood programs and schools. Based on the continual expansion of knowledge about child development and pedagogy, our curriculum will be vibrant and address emerging issues in the field including infancy and brain research, curriculum design and play, authentic assessment and technology. Students will be encouraged to push the boundaries of what is known about early childhood education. The program will seek national recognition by the National Association for the Education of Young Children for the advanced option and revise the current approval for the initial option.

MA in Early Childhood Education

Option Entry/Exit Requirements and Content

ALL APPLICANTS

INITIAL LICENSURE:
EMERGING EDUCATOR

ADVANCED: LEADERSHIP &
ADMINISTRATION

ENTRY

2.8 GPA in

AND

GRE with

4.0 on ADVANCED WRITING

ENTRY

Qualifying Scores on
PRAXIS I examination

Admission to Teacher
Education Program

ENTRY

ECE Bachelor's or Closely Associated
Degree

OR Recent courses in ECE (child
development, ECE foundations, education
psychology, play)

OR Qualifying Score on Praxis II ECE
Exam

COMPLETION

PRAXIS II ECE Exam

COMPLETION

Qualifying Score on
Comprehensive Exam

COMPLETION

Qualifying Score on Comprehensive Exam

CONTENT

Core Courses:

EDFN684: Introduction to
Research

ECED505: Child Dev. Theories
SPED 504:
Survey of Exceptional Children
ECED515: Impact of
Home, School, & Community

ECED 580: Managing Early
Childhood Environments

ECED 577: Assessing Development
of Young Children

ECED594: Current Problems-Issues
in Early
Childhood Education
(capstone course, with project of
online portfolio)

CONTENT

Core Courses +

ECED506 Curriculum &
Methods for Teaching
Language in ECE

ECED508 Curriculum &
Methods for Teaching Math,
Science, and Technology in
ECE

ECED524 Theories of Play
and Learning

ECED510 Curriculum &
Methods for Teaching Social
Studies, Health and
Physical Education in ECE

ECED590 Practicum
Experiences in ECE
(+6/12 credits student
teaching)

CONTENT

Core Courses +

ECED606: Administration in ECE
Programs

0301502: Educational Finance

0301503: Leadership & Hum.
Relationships

0301509: Educational Policy & Law
ECED607: Internship in
Early Childhood

University of the District of Columbia

Revised Academic Program: MA in Early Childhood Education

With two Options

A. TYPE OF REVIEW:

This proposal is for the review and approval of revisions to an approved program, the Master of Arts in Early Childhood Education, by appropriate committees, and academic administrators. Rather than the current program which provides only a choice of thesis or comprehensive exam, the revised program will provide various options, depending on student eligibility and upon student choice. This revision utilizes all of the currently approved graduate courses or graduate courses from the archives, including several existing psychology courses, but configures courses into options that best respond to the standards of the National Association for the Education of Young Children which more appropriately respond to the rapidly changing demands in the field of early childhood education. The existent program has recently focused only on certification and as such has been reviewed as an initial program; yet due to the number of undergraduate courses required for certification, the current graduate program does not attract students who are not seeking certification. (This option is maintained in the revised program as one of two initial choices.) At present, there are three students enrolled; in 2006-07 there were three and in 2005-06, five students. The existent program does not address the emerging needs of the Washington area early childhood community in the field, who already possess undergraduate degrees in ECE or related fields or have certification in early childhood education.

This proposal is to create a competitive program, to serve students nationally and

internationally, wishing to pursue studies in the field of Early Childhood Education.

B. DESCRIPTION OF PROGRAM

The revised MA in Early Childhood Education is primarily designed for early childhood education professionals who wish to develop specialized and advanced administrative and leadership skills. It also provides the framework for future addition of other advanced options. It also preserves as one option and in combination with selected and required undergraduate courses, a licensure option as an initial program for students entering the early childhood field.

This configuration and choice of an option which fulfill the requirements for an advanced program as defined by the National Association for the Education of Young Children (NAEYC). The core courses will assure that students from diverse but child-focused disciplines/backgrounds will obtain current and research-based knowledge of child development, family structures and issues, culture and community impact and issues, diversity, assessment, pedagogy, and best practices. Dependent upon the students' choice of options, they will also utilize core courses to pursue research/projects related to their selected specialization.

For example, students selecting the Leadership and Administration option will develop knowledge and skills in administration, supervision, leadership, interpersonal communication, program development and evaluation as well as obtain necessary knowledge in the financial, legal, and public policy aspects of child care and advanced knowledge about child development theories and application, special needs, and current health and social issues affecting children and families. Through the core courses, such as Assessment of the Development of Young Children, they will conduct program assessments, perhaps utilizing action research methods, related to the selected option.

All students will further their capacity to interpret research and develop skills to conduct action research and other forms of study. Students will further develop both an understanding of and skills in working with diverse populations and transformative leadership capacity. They will develop fully their capacity as reflective and analytic educators and leaders for the early childhood profession. The use of computer technology will be integrated throughout the courses, including use of Blackboard and the internet for information and data retrieval. Computer programs for child and program assessment as well as for learning will be discussed and analyzed.

The courses' content and relevant activities and internships will fulfill core standards of the National Association for the Education of Young Children (2002, p. 10):

- promoting child development and learning
- building family and community relationships
- observing, documenting, and assessing to support young children and families
- teaching and learning

- growing as a professional

In addition, students in an advanced program are required to demonstrate (2002, p. 11):

- cultural competence
- knowledge and application of ethical principles
- communication skills
- mastery of relevant theory and research
- skills in identifying and using professional resources
- inquiry skills and knowledge of research methods
- skills in collaborating, teaching, and mentoring
- advocacy skills
- leadership skills

Each of the option areas will have additional specific competencies or knowledge and skills such as knowledge of fiscal management for Leadership and Administration.

The option for licensure fulfills both the criteria for District of Columbia State Office of Education as well as the standards for initial programs of the National Association for the Education of Young Children.

The program will be 36 credit hours and includes a required capstone seminar (NAEYC 2002; advanced programs) with an online portfolio project as well as a comprehensive examination. If students wish to change options after admission, they may be required to present additional documents to satisfy entry requirements to the new option.

Students supported through the Early Childhood Leadership Institute will be enrolled as cohorts in 2 to 4 courses each semester for the majority of the program; learning together in active or constructivist, collaborative approaches, as they synthesize and apply theory and research to practice as well as to utilize practice to further their study of real problems and issues in which they engage daily. Non-subsidized students who enroll in the program may elect to participate in any of the cohort groups or proceed at their own pace, taking the desired courses each semester. Initially, the program will start offering 2 courses per semester until enrollment is sufficient to justify a choice of four (4) courses per semester. During this time, the program coordinator will collaborate with other departments from which courses for this program are drawn, to ensure that required courses are offered. Summer courses will also be available and as the program grows, creative scheduling will be utilized to make courses more accessible for students.

The following briefly defines each of the option areas:

Early Childhood Leadership and Administration is a relatively new and exciting discipline, and few academic programs exist (e.g., Wheelock College in Boston, Massachusetts, and National Louis University). In the early 1990s UDC's MA in ECE also had an option in Administration. This option is developed in concordance with the National Association for the Education of Young Children's advanced program standards, and is designed to meet this growing need. (Comprehensive exam and Praxis II required prior to completion)

Emergent Educator/ Teacher Licensure Program is for students who have a degree in a related area but who are not certified; this option leads to certification and therefore is an initial program. Students will have to present qualifying scores on the Praxis I exam and meet criteria for admission to Teacher Education. (Comprehensive exam and Praxis II qualifying score required for graduation and certification.)

(Other possible future options include: bilingual/multicultural; special education; infants/toddlers; and technology. The above initial options have been selected because of need as well as current resources available within the department and university.)

Following are the courses offered in the program (See Appendix 2 for course descriptions):

Core Courses (18 credits)

ECED505: Child Development Theories 3

SPED 504: Foundation of Special Education 3

ECED515: Impact of Home, School, & Community 3

ECED 580: Managing Early Childhood Environments 3

ECED 577: Assessing Development of Young Children 3

ECED 594: Current Problems-Issues in Early

Childhood Education 3

ECED 594 is a capstone course, with project or online portfolio, designed specifically for options not requiring a thesis.

Specialization/Option Areas (15 credits each and 3 credits of electives; each could be considered as certificate programs)

Early Childhood Leadership & Administration (18 credits)

ECED606: Administration in ECE Programs 3

0301502: Educational Finance 3

0301503: Leadership & Hum. Relationships 3

0301509: Educational Policy & Law 3

ECED607: Internship in Early Childhood 3

Elective 3

Emergent Educator (Initial Certification/Licensure) 18 Credits

ECED506 Curriculum & Methods for Teaching Language in

ECE 3

ECED508 Curriculum & Methods for Teaching Math, Science,

And Technology in ECE 3

ECED524 Theories of Play and Learning 3

ECED510 Curriculum & Methods for Teaching Social Studies,

Health and Physical Education in ECE 3

ECED590 Practicum Experiences in ECE 3

Elective 3

Admission Requirements

Applicants must have baccalaureate degrees in early childhood education, child development, family studies and education or related behavioral/social science discipline from accredited institutions and must apply to the University as regular graduate students meeting all entry criteria (including a 2.8 GPA, Graduate Record Exam, and at least 4.0 on the Analytical Writing Test). If not certified in early childhood education, students must demonstrate pre-requisite content knowledge through a qualifying score on the Early Childhood Education Praxis II examination or through successful completion (B/A) of three content areas of basic undergraduate courses (History and Philosophy or Foundations of Early Childhood Education; Child Development; and Educational Psychology or Learning Theory, Introduction to Special Needs, and Play or Methods course). Students applying to the Emergent Educator/Licensure option must also take the Praxis I and obtain qualifying scores on all three sections prior to admission (and the Praxis II prior to completion). Upon review and approval for admission by

the Graduate Studies Committee, students can enter the program; for the licensure option, an interview with the Committee for Teacher Education will also be required within the first semester.

C. FEASIBILITY

1. Demonstration of Need

The increased demand for high quality infant, preschool, and early elementary care and education for children has produced significant changes in the field of early childhood education, including the demand for well educated and trained early childhood educators, as well as administrators, researchers, and college instructors. Re-authorization of Head Start and its demands for increased education of staff as well as the impending universalization of pre-kindergarten are two examples of the demand for more and more highly educated staff. Re-authorization of the Higher Education Act has also designated early childhood education for direct loans and for Teacher Quality Enhancements:

The new law also creates an opportunity for programs that train early educators to access federal funding to improve teacher preparation programs. Title II's Teacher Quality Enhancement Grant programs provides grants to improve teacher preparation programs. The grants go to "eligible partnerships" between a college or university that operated a teacher preparation program, and a high-need school or school district— and under the new law, the partner working with the college or university can also be a high-need early education program. (Under the 1998 law, the program also made

grants to states and for teacher recruitment, but the new law eliminates those provisions.)

Applications for funding will be made to these funding sources.

In addition, due to the recently passed Pre-K for All legislation which requires that by 2014 a teacher in a child development program in the District of Columbia must have a BA degree, it is anticipated that similarly the credential for center administrators will be upgraded and the need for early childhood researchers will increase. Copies of the Pre-K for all DC legislative actions are located at http://www.acf.hhs.gov/programs/ohs/policy/im2008/acfimhs_08_12.html

Paralleling the demand for well-educated and trained early childhood teachers is the need for professionals trained in the leadership of and administration of early childhood education centers, childcare facilities, advocacy agencies, and related organizations, as well as advanced knowledge of literacy, and assessment/evaluation. Educators to teach at both the community college and university level are also in great demand.

For example, administering and managing early childhood education facilities and organizations is an enormous task that takes advanced knowledge from a range of areas to be successful. The successful administrator needs the knowledge and abilities to adequately and

effectively evaluate the qualifications and performance of employees, develop sound personnel practices, oversee the purchase, care, and maintenance of equipment, develop and evaluate sound curricula, cultivate and maintain professional relationships with parents, staff and colleagues, and respond sensitively to the diverse needs of children, their parents, and staff. The successful leader and administrator must have the vision and disposition of openness, flexibility, and an analytical thinking style to assist with the transformation of early childhood care and education services and organizations. Those providing leadership in content areas also need these dispositions as well as the most recent, research-based knowledge and application to children and settings of varying backgrounds and situations.

2. Congruence with Objectives of The Center for Urban Education

The Center for Urban Education at the University of the District of Columbia, in which this program will be housed, is progressing through the relevant University approval process. The Center is dedicated to helping young people in urban America achieve their full academic and social potential. As a practice-oriented, research-driven, results-focused graduate unit, the Center works to achieve this mission by:

- developing effective teachers and school leaders for urban schools
- operating high-quality educational programs, including an urban public school
- conducting, applying, and disseminating research aimed at improving student achievement

The revised Master of Arts in Early Childhood Education is a direct avenue through which the center can achieve its proposed mission. In addition, the outcomes of this program is in direct harmony with all three pillars of successful schools being espoused by the center; effective teachers, dynamic leaders, and engaged, informed Community.

This revised program is not only congruent with the Center's mission and focus, it strengthens and broadens the Center's role in the community and strengthens the University's land grant obligation of meeting public needs. The rapidly increasing demand for highly qualified early childhood educators at all levels, furthers this imperative. Further, as education programs at the University have also traditionally focused on preparing certified teachers, primarily for the public schools, this MA program in combination with the BA and AA programs in child development, begins the integration of .education. and .care. which is happening nationally.

3. Avoidance of Duplication or Overlap with Existing Programs

The program will overlap intentionally and initially with the existent Early Childhood Education MA program for approximately two years. The current MA program is pre-K-3 teaching oriented and an initial program (NAEYC categorization): that is, the majority of students are using it to enter the field of teaching (e.g., acquire the required courses for certification).

The program and its options will be unique in the Washington, DC area and will attract not only UDC's traditional students, but others throughout the region. The early childhood education Masters' degrees offered at area institutions are:

American University: no specific Master's degree in early childhood education;

Instead, advanced programs in Curriculum and Instruction: literacy, global

literacy, educational leadership, and technology in math and science.

Catholic University of America: no specific ECE Master's degree but a MA in Administration, Curriculum, Foundations, and Policy Studies

Trinity University: no advanced programs in ECE; but an initial MA in Early Childhood Education and Teaching (MAT) for age 3-8.

George Washington University: MA in Early Childhood Special Education, with

a concentration in Infant Special Education or Program
Accreditation/Licensure

(an initial program).

Gallaudet University: MA in Deaf Education, with specializations in
family-centered
early education (state licensure in Special Ed/Deaf; CEC infant/pre-
primary)

Georgetown University: no MA program in ECE but is proposing an Advanced
Certificate Program in Science of Early Childhood Education (and will be
basis for a
new MA program)

University of Maryland: MA in Early Childhood Education through Human
Development.

UMBC: MAT in Early Childhood Education; no advanced programs.

George Mason University: MEd programs leading to various licensures.

Towson State University: M.Ed., MAT, and MA options/specializations (best
model;
see <http://grad.towson.edu/program/master/eced-med/>)

4. Involvement of Other Programs/Departments/Schools

While the majority of the courses proposed in the revised program are within the education unit, several of them will be taken through other departments. Students may also take their electives from other departments. Courses from other departments are not special offerings and therefore the coordinator of the Master of Arts in ECE program will collaborate with the respective departments to develop the sequence of courses for the program.

5. Standards of the Accrediting Agencies and Professional Societies Relative to the Proposal

One option of this program will be categorized as an Advanced/Specialist Programs (National Association for the Education of Young Children {NAEYC}; See Appendix 1). This designation is for advanced programs in which students will have completed undergraduate degrees in early child development and education or related disciplines and are advancing their knowledge; they will not be entering into the field of early childhood education. The other option, Emerging Educator, is an initial program, for individuals either entering the field or seeking certification. The specialist option focuses on a specific range of knowledge/roles, and in this case, leadership and administration. In a few semesters the unit looks forward to adding other options such as language development and literacy, and Advanced Educator focusing mainly on research. NAEYC standards are in Appendix 1, however, summary of the major concepts are discussed above under Description of Program.

6. Number of Students Immediately Affected and Projected Enrollment, and

There are students awaiting enrollment through ECLI at UDC. These students will receive financial support through the Early Childhood Leadership Institute at UDC (ECLI) in collaboration with the Early Childhood Development and Administration and the State Office of Education. Initial course offerings will be core courses (2/semester for 3-4 semesters) and until a sufficient enrollment (five in selected options) is obtained; students will be informed that this is a part-time enrollment pattern.

Recruitment efforts initially will be made to students meeting graduate criteria in publicly supported childcare positions in the District of Columbia as well as those who are in the private sector and public schools. There are few programs in the region of this type and thus it is anticipated that it should be a well-enrolled program when adequate advertisement and sufficient offering of courses occurs. Also the unit will be submitting a Teacher Quality Enhancement Grant proposal to the US Department of Education as soon as the RFPs are announced. Initial and non-cost recruitment efforts can be made through local chapters of professional organizations and professional list serves. Online information through UDC's website and other relevant sites is also critical, as most students today find undergraduate and graduate program information through the internet.

Projected enrollment for fall 2010, based on inquiry and students taking pre-requisite courses at the undergraduate level is five students. There are also students awaiting such configuration as proposed, who will be subsidized by the Early Childhood Development and

Education Administration of the District of Columbia through the Early Childhood Leadership Institute at UDC.

7. Effect of Program on the Development/Employment of Students

The financial support from the District of Columbia's Early Childhood Development and Administration Office for advanced study of the participants has/is been intended to improve the quantity and quality of childcare services in the District, as that of the State Office of Education. Many of the individuals to be supported by these sources may remain in current schools or organizations, but assuming a greater responsibility or in present roles but with a greater level of effectiveness. However, as the pool of students widens, students will be employed in other types of child-oriented agencies and organizations. The rapidly expanding need for more highly and specifically trained/educated teachers, administrators, professors and researchers in early childhood underlies the imperative to provide dynamic, relevant, research based programs at all levels. Thus, this program, will both recruit people into the field as well as prepare active professionals in the field for change or greater leadership roles.

8. Adequacy of Faculty and Staff

Three of the current permanent faculty members have the appropriate experiences and terminal degrees in early childhood education congruent with the various foci of the program as well as the level of the students to serve as Graduate Faculty. Due to the diminishing enrollment in the current MA program, and limited number of students eligible for advanced

undergraduate courses, the graduate faculty have been teaching courses in areas that can be taught by faculty in other disciplines or by junior faculty. In addition, the Washington area is fortunate to have many highly educated, successful early childhood professionals, some of whom have already taught as adjuncts faculty at the University (e.g., former executive director of Zero to Three; former associate director of NAEYC; executive director of the Early Childhood Professional Development Institute; professors from Howard, Pacific Oaks, and George Washington University) who are available to teach in and assist with the assessment of the program as well as participate in the future development of options (e.g., bilingual/multicultural; special education; technology; infants/toddlers).

9. Space Facilities

UDC continues to have challenges in space and facilities, both in quantity and quality. However, a number of buildings and classrooms are undergoing renovation or scheduled for renovation. Scheduling is often difficult at the most desirable times, and many graduate classes have been relegated to 7-10 PM time slots which are not the most desirable for students arriving from work, particularly schools and child care settings. Therefore, it is intended that creative scheduling be considered as this program begins, including intensive and staggered schedules, weekend seminars, and online components. Courses have been and can be offered in other locations that provide hands-on learning, such as the UDC Child Development Center.

10. Supplies and equipment and

11. Costs and Availability of Funds

Some of the startup costs of this revised program have already been assumed as many of the courses have been developed and taught recently. However, there inevitably will be some classes which within the first two years will enroll fewer than five (5) graduate students. The Center/University will need to make a commitment in advance to assure that these courses are taught in order to establish consistency, build reputation/credibility, and maintain cohort groups. As enrollment increases, Early Childhood, as all the other program areas in the Center, will need additional regular (graduate level) faculty to achieve stability and meet standards of accrediting bodies, including having a terminal degree in early childhood education, child development and early education, or early childhood care and education. Adjunct salaries/stipends also need to be increased to continue to maintain quality. No specialized supplies or equipment is required. We anticipate that the current department budget will be able to purchase non-specialized multimedia supplies such as curriculum content resources.

12. Adequacy and Availability of Supportive Library Resources

Increasingly all students, but particularly adult and graduate students, will utilize electronic and online resources. The UDC library also has full-text contracts that supplement other resources. However, the library currently does have adequate Early Childhood Education resources, including appropriate journals.

D. PROPOSAL FOR PROGRAM CHANGES

1. Students served in past academic years

Academic
Years

2006

2007

2008

2009

Number
of
students

5

0

1

1

2. Rationale for proposal

The University administration and more specifically The President, proposes in his vision for the university a Center for Urban Education which offers a graduate track for teacher certification as well as other relevant graduate programs in education. The current Master of Arts in Early Childhood Education program is limited, providing only a choice of thesis or comprehensive exam, the revised program will provide various options, depending on student eligibility and upon student choice. This revision configures courses into options that best respond to the standards of National Association for the Education of Young Children and which more appropriately respond to the rapidly changing demands of the field of early childhood education. While the Certification option is maintained in the revised program as one of two choices, this program provides more choices for students. Additionally, the existing program does not address the emerging needs of the Washington area early childhood community in the field already possessing undergraduate degrees in ECE, or related fields, or

having certification in early childhood education, this revised program will address this.

3. Probable Impact on Unit

It is anticipated that the revised program will be more attractive to prospective students who are currently employed in the field of Early Childhood Education. This should help increase enrollment in the program. More importantly the advanced programs will generate research agendas and ultimately support of external funding agencies.

4. Faculty and Staff Affected

While it is anticipated that over time, as the program grows new faculty will be employed, there is no indication that faculty and staff will be adversely affected by the changes.

E. PROPOSED DATE OF IMPLEMENTATION

The implementation of the revised MA Program in Early Childhood Education is proposed for Autumn Semester 2010, pending University approvals.

APPENDICES

APPENDIX 1: NAEYC STANDARDS FOR
ADVANCED/SPECIALIST PROGRAMS

ADVANCED EARLY CHILDHOOD EDUCATION CANDIDATES:

1.0 Extend their knowledge and understanding of the dominant theories of human and socio-cultural development and learning through the lifespan; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight, including children with special developmental and learning needs and their families; and understanding of the child in the family and cultural context.

2.0 Extend and develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.

3.0 Critically examine alternative perspectives regarding central issues in the field (for example, child development, programs for young children and their families, research priorities, or implications for teacher education and staff development).

4.0 Extend their knowledge and ability to use and develop a variety of procedures for assessment of child development and learning, childcare and early education environments, and early childhood education curricula; and understanding of types, purposes and appropriateness of various assessment procedures and instruments.

5.0 Develop and evaluate programs for children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels, including children with disabilities, children with developmental delays, children who are at-risk for developmental delays, and children with special abilities.

Masters/Specialist/Doctoral NAEYC Program Standards

6.0 Apply interdisciplinary knowledge from such fields as sociology, psychology, health services, special education, history, philosophy, and anthropology to practice in early childhood education.

7.0 Engage in reflective inquiry and demonstrate professional self-knowledge, for example by collecting data about one's own practice and articulating a personal code of professional ethics.

8.0 Demonstrate the ability to work collaboratively as a member of a team with colleagues and other professionals to achieve goals for children and families.

9.0 Develop knowledge and skills required to serve as a mentor to others and a model of professional behavior for volunteers and other staff members.

10. Understand the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise.)

11. Collect and interpret research, translate research findings into practice, demonstrate personal research skills, and implement applied research.

12. Demonstrate deeper understanding of a particular area of specialization related to an intended career role (for example, administration and supervision of early childhood programs; family support programs; primary grade teaching or administration; early childhood special education/early intervention; or infant/toddler programming.)

13. Apply theoretical and research knowledge to practice in early childhood settings (their own classroom or other field assignments). For example, applications of theory to practice may be demonstrated during field study projects, action research, curriculum projects, or observed clinical practice.

14. Are reflective professionals capable of taking leadership roles in schools or programs, mentoring novice teachers, and acting as advocates for children at local, state, and national levels.

APPENDIX 2: COURSE DESCRIPTIONS

CORE COURSES (21 credits)

ECED505 Child Development Theories in Early Childhood Education (3 credits)

Examines child development from conception to age eight by articulating complex interaction between heredity and environmental factors. Children's physical-motor, social, emotional and cognitive development are discussed and implications for early experiences drawn for practice and programs. Program assessment and evaluation are also included.

SPED504 Survey of Exceptional Children

Surveys the background and contemporary role of special education; studies the characteristics of exceptionality on how children learn; emphasis on inclusion, family involvement.

FDND684 Introduction to Research (3 credits)

An introduction to research design and methods, with an emphasis on participant-observer and action research, appropriate to early childhood and current research problems/issues and application of action research methods to early childhood setting.

(There is an Early Childhood Research course which can be retrieved from the archives)

ECED 515 Impact of Home, School and Community in Early Childhood (3 credits)

An examination of multi-cultural and multi-racial family and community influences on the care and education of young children. Examines the manner in which cultural assumptions and values are embedded in care-giving/teaching, children's development, family relationships, and professional relationships.

ECED580 Managing the Early Childhood Environment (3 credits)

This course presents information and processes for designing and evaluating

developmentally and culturally appropriate, inclusive, learning environments for young children based on theory and research, as well as strategies for assisting children

and families with dealing with stress, coping with changes, and behavioral issues. Program assessment and evaluation are also included. Requires field experience.

ECED577 Assessing the Development of the Young Child (3 credits)

Studies current research relevant to the assessment of children and the use of formal and informal assessments for evaluating the development of children. Assessment of environments and teachers will also be included. Requires practicum.

ECED594 Current Problems-Issues in Early Childhood Education (3 credits)

Examines current research and practices relevant to the education of young children locally, nationally, and internationally. This course will be used as the capstone course and will require the completion of an electronic portfolio.

REQUIRED SPECIALIST COURSES (15 Credit Hours)

LEADERSHIP AND ADMINISTRATION

ECED606 Administration in Early Childhood Education (3 Credits)

Explores practical and theoretical views of administration of educational programs serving young children, examines settings, goals, philosophies, assumptions, roles, and responsibilities. Students build skills for conducting meetings, analyzing a budget, designing and implementing a change strategy, managing employees, analyzing power functions and structure of organizations and choosing appropriate approaches. Requires field experience.

1301605 Educational Finance and Management Technologies (3 credits)

Focuses on budgeting and its impact on programs and policies. Specific financial management tools are discussed with fund-raising, grant writing and administration, and the use of local and federal resources. Emphasizes practical problems in early childhood settings and the decision-making role.

1313599 Leadership and Human Relations in Educational Administration (3 Credits)

Study of the theories and concepts of human relations with practical application to situations involving administrative competencies in conflict management, communications, goal setting, team building, and decision-making. Key interpersonal leadership skills will be conceptualized and practiced. Emphasis on reflection and transformational practices.

1301507 Theory and Practice of Supervision (3 credits)

Explores staff development as a critical aspect of early childhood program administration and focuses on theoretical and research-based aspects of staff development. Needs

assessment, in-service education, staff communication and coordination are also included; as is the design and have staff development plans. Focuses on theoretical and practical aspects of staff development, supervision and adult learning.

1301509 Educational Policy and the Law (3 credits)

This course provides an analysis of the federal court system; examines the origins and

types of law under which our society operates and their relationship to education,

childcare, and families. Public policy origins and impact on childcare and families will

be studied in depth in order for professionals in early childhood to understand the policy

and cultural context of their profession.

ECED607 Internship in Early Childhood Education (3 credits)

Provides supervised field experience in the administration and/or leadership of organizations and programs serving young children or early childhood professionals in professional

organizations, advocacy organizations, DC public schools, day care centers, UDC Child Development center, or other selected private or public settings.

EMERGENT EARLY CHILDHOOD EDUCATOR (Certification/Licensure; 15 credits + student teaching)

ECED506 Curriculum & Methods for Teaching Language in ECE (3 credits):

Focuses on language development and the application of language development theories in designing the language arts curriculum in early childhood education.

ECED506 Curriculum & Methods for Teaching Math, Science, and Technology in ECE

(3 credits): Provides an examination of the current research and the application of new practices, techniques, and equipment for teaching mathematics and science to children with various learning styles.

ECED524 Theories of Play and Learning (3credits): This course is designed to increase the understanding of children's play and how it may be used effectively in early childhood programs. Theories of children's play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children. Research on play and play and content areas will be the focus.

ECED510 Curriculum & Methods for Teaching Social Studies, Health and Physical

Education in ECE (3 credits): Presents examination and application of current research for designing learning activities and experiences in social studies, physical education, health, and safety.

ECED590 Practicum Experiences in ECE (3 credits): Provides students with the opportunity to work with children in an early childhood setting for one semester under the supervision of a master teacher. (+ 6/12 credits student teaching)

APPENDIX 3: EXAMPLES OF COURSE SYLLABI

Course syllabi are available for courses. Examples herein are those of the "core" courses.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF EDUCATION

1319-505

CHILD DEVELOPMENT THEORIES IN EARLY CHILDHOOD EDUCATION

Prerequisite: Graduate Status

Office Hours: By Appointment

Course Description

Examination and discussion of developmental concepts and theory and the implications for and application to early childhood education for children from birth through early childhood (8 years). Emphasizes intellectual, emotional, social, physical and moral development in the implementation of developmentally appropriate programs for children of diverse populations and play as a vehicle for learning and development.

Rationale

This course meets certification requirements for early childhood education and elementary education teachers in the District of Columbia Public Schools. The course emphasizes theory and curriculum consistent with national and local content standards, and instructional strategies supported by current research. It provides a basic understanding of the dynamics of child development, the factors that influence development, including early childhood education experiences, and a structure for both analyzing early childhood programs/curriculum and for promoting the implementation of best practice.

Textbook

Crain, William (2005). Theories of development: Concepts and applications. Englewood Cliffs, NJ: Prentice Hall, Inc.

Additional assigned readings to be announced.

Goals (General)

1. Demonstrate an understanding of various theories of how children, both typical and atypical, grow and develop from birth through eight years of age.
2. Demonstrate an understanding of the influence of various theories of development on early childhood education practice.

3. Demonstrate skill in higher-order thinking, reasoning, problem solving, and writing/editing

4. Demonstrate ability to analyze, articulate and seek out new information/ideas relate

to current research and philosophies/curricula in early childhood education.

Objectives (Student Competencies)

The student will be able to:

1. Define and critique current research findings, theories, concepts and terminology related

to child growth and development;

2. Analyze and critique current problems, issues and trends in early childhood education related to the growth and development of young children;

3. Articulate and defend one's own personal philosophy of early childhood education in an urban, multi cultural environment;

4. Determine the philosophical/theoretical bases to early childhood programs and hypothesize effects based on research.

5. Summarize the major research studies and the effects on children's learning, behavior, and development.

NAEYC Standards Addressed

Initial and Advanced

OBJECTIVE

CONCEPTUAL
FRAMEWORK

T-
Transformation

C-Collaboration

D- Diversity

R- Reflection

INTASC
PRINCIPLE

1-10

SPA
STANDARD

F. CRITERIA

TC=theory comparison

PA= program
analysis/observation

OP=onlineprojects/activity

RA=Reading Assignments

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

Initial

Advanced

1. Define and
critique
current
research
findings,
theories,
concepts and
terminology
related

to child
growth and
development;

C, R

1, 2, 9

1, 4b

1a;

1b;

3a;

3b;

3c;

4b;

4d;

RP, PA, DP, OP, DT, PS

S, D

2. Analyze and critique current problems, issues and trends in early childhood education related to the growth and development of young children;

3. Articulate

and defend

one's own

personal

philosophy of

early childhood

education in an

urban, multi-

cultural

environment; Articulate and defend one's own personal philosophy of early childhood education in an urban, multi

1a;

1b;

2a; 3a; 3c;

4b; 4c; 4d

1a;
1b;
2a;3a;3c;
4b;4c

4. Determine
the
philosophical
& theoretical
bases to
early
childhood
programs
and
hypothesize
effects based
on research.

;4d;
II1;
II4;
II5

5. Summarize

the major
research
studies and
the effects
on
children's
learning,
behavior,
and
development.

1a;
1b;
1c; 4b; 4c;
4d

Websites for All Students:

<http://udc.blackboard.com> (Log-in user name: first four letters of last name + last four

digits of SS#; password: SS# {which you may change}; click on .History and Philosophy.)

<http://www.delmarlearning.com/companions/index.asp?isbn=0766863158>

(Companion website for text: self-assessment quizzes, additional resources, and materials.)

<http://earlychilded.delmar.com/links.aspx>

(Link to multiple professional organizations and online resources on early childhood education.)

<http://users.stargate.net/~cokids/dap.html>

(Website with links to information about .Developmentally Appropriate Practice.)

1310 505-01 Child Development Theories

Page 5

<http://www.newhorizons.org/lifelong/childhood/naeyc.html>

(Website with paper by Sue Bradekamp on .Developmentally Appropriate Practice. principles and explanations.)

Methods of Instruction

Independent study, tutorial, and online discussion will be the modes of instruction.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work, i.e., ...without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of

another that have been expressed in either oral or written form and expressing them as one's own.

The first time that a student has been found to engage in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student has been found to have engaged in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the current course in which the second offense occurred shall award the grade of "W" for the course.

Policy on Lateness: Attendance and Assignments

Independent study students are required to attend three (3) tutorials throughout the semester, arranged at a time convenient for all. Assignment/papers must be submitted on or before the due date. Online discussions must occur within the specified time frame.

University Policies

Americans With Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Office for Services to Students with Disabilities, Building 38, Room A-11.

Academic Honesty Statement (See Plagiarism Statement above)

Each faculty member will use the Academic Honesty Statement developed by his/her discipline unit.

1310 505-01 Child Development Theories

Page 6

Equal Opportunity and Affirmative Action Statement

The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

Sexual Harassment and Racial Discrimination Policy Statement

It is the policy of the University of the District of Columbia that sexual harassment and racial harassment in any way of students, staff, and applicants for admission to the University are prohibited.

Course Requirements

Papers/Projects/Presentations

1. Developmental Theory/Theorist and Educational Theory/Theorist
Comparison and
Implications Paper:

One written research (e.g., description, comparison/contrast, and differences in implications for early childhood education/educators) paper (minimum 10 pages with 10 professional references) two developmental theory/theorists and/or educational theory/theorists will be required. Students will inform the instructor by the 3rd week of the semester as to the two theories; the final paper is due by April 15, 2006.

2. Program Analysis and Paper (Description and Conclusion):

General Information: By the second class, students will inform the instructor of choice of site for program to analyze for this paper. Students must contact the director/principal of the

program, making arrangements for both observation time (a minimum of 3 hours) and an appointment to discuss with the director or other supervisory staff the goals/objectives, teachers' and children's roles, philosophy, and processes (e.g., teaching/learning; evaluation; parent involvement) of the program. Also, students should request any written materials that may be available about the program. Students must prepare for the observation and interview by reformulating the following outline into both an observation process/checklist and/or series of questions for the administrator. The paper is due April 22, 2006.

Specific Information: The following general outline should be used:

I. Description of Center/Class/Program

A. Background information: Name of center, ages served, number of children, number of programs, source of funding, form of center (full day vs. part-day), number of teachers,

qualifications of teachers, any special issues/focus, etc.

B. Goals and objectives: What are the goals and objectives of the program? How are they described? Are they immediate, short- or long-term?

C. Principal components and procedures: What are the most characteristic features of the operation of the program?

1. What main kinds of materials and equipment are used in the program?

2. How is time used in the program? E.g., Large/small blocks? Specific activities/areas or

play times?

3. How is space used in the program?

4. What are the main sources for structuring the children's activities that are

supposed to contribute most toward the achievement of program objectives?

5. What provisions are made for individual differences in experiential backgrounds,

developmental levels, and learning styles among children?

5. How do adults interact with children? How do children interact with one another?

6. What is the overall role of adults in the program/curriculum?

D. What are the beliefs about child development and learning (and how demonstrated)?

A. What is human development?

B. Under what conditions can development be (best) fostered or facilitated?

C. How do children (best) learn?

D. How can learning best be determined?

E. What role do adults and peers play in children's learning?

F. What are the priorities in learning?

E. What outcomes (effects) would be anticipated for the children enrolled in observed Program.

II. Conclusion on theory base: What theory or combination of theories do you think that best explain this program? Provide examples of evidence from what you observed, read, and/or heard (and whether these sources of data were consistent)? If this is an eclectic program, with no clear theory base, what changes would the center/curriculum/program have to make to be consistent with one theory (choose theory)? What are disadvantages and advantages of an eclectic program/curriculum (or very consistent theory-based program)?

(Utilize the APA Guidelines for Writing and Editing)

1310 505-01 Child Development Theories

Page 8

Grading System

Assignment Maximum Points

1. Paper on theorists 40
2. Program Analysis: Theory Base 40
3. Tutorial participation (3) 10
4. On-line reflections/interactions 10

Total100 points

A= 89.5 -100 B= 79.5-98.49

C= 69.5-70.49 D=59.5-69.49

E/F=69.48 and below*

1310 505-01 Child Development Theories

Page 6

COURSE OUTLINE

(Class Schedule: Theory Paper Due April 15; Program Theory Analysis Paper Due April 23; tutorials and online discussions to be arranged)

Date Topic Reading Assignment Other

Initial Tutorial Course requirements & introduction; overview of child development concepts and theories

Early Theories Chpt. 1

Gesell's Maturation Theory Chpt. 2

Ethological Theories Chpt. 3

Montessori's Educational Philosophy Chpt. 4

Werner's Organismic & Comparative Theory Chpt. 5

2nd Tutorial

Piaget's Cognitive-Developmental Theory Chpt. 6

Kohlberg's Stages of Moral Development Chpt. 7

Learning Theory: Pavlov, Watson & Skinner Chpt. 8

Bandura's Social Learning Theory Chpt. 9

Vygotsky's Social-Historical Theory of
Cognitive Development Chpt. 10

Freud's Psychoanalytic Theory Chpt. 11

Erikson and the Eight Stages of Life Chpt 12

Mahler's Separation/Individuation Theory Chpt. 13

Additional Chpt. 14-17

Conclusion

Epilogue

3rd Tutorial

MANAGING EARLY CHILDHOOD EDUCATION
ENVIRONMENTS

1319-580

UNIVERSITY OF THE DISTRICT OF COLUMBIA
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF EDUCATION

ECED 580: Managing Early Childhood Environments
<http://udc.blackboard.com>

Office Hours: TR: 2-4PM; 8-9PM

ONLINE OFFICE HOURS: to be arranged

Course Description

Rationale

This course meets one of the certification requirements for early childhood education teachers

in the District of Columbia Public Schools. The course emphasizes theory and research and curriculum issues consistent with national and local content standards, and instructional strategies supported by current research. It provides a basic understanding of the dynamics of early childhood development, specifically the factors which influence development, including family, community, and early childhood education experiences, and a structure for both analyzing early childhood programs/curriculum and for promoting the implementation of best practice. The course meets content standards as required by NAEYC (initial and advanced), the Department Standards and Conceptual Framework Principles, ISTE Technology Standards, and knowledge required for the Praxis II Examination in Early Childhood Education.

Conceptual Framework

The conceptual framework of the Teacher Education and Related Programs is guided by the mission of the University to prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning. This evolving framework is performance-based and provides a rationale for the course work, field experiences, practices, study, assessment and ongoing professional development that

students engage in during their tenure with the program. Significant to our teacher preparation program are four basic principles that are reflected as themes throughout the program: diversity, collaboration, reflection, and transformation. In addition, the conceptual framework for Early Childhood Education includes constructivism. The Teacher Education Program is committed to preparing distinguished educational professionals who possess the knowledge, skills, and dispositions needed to transform children, families, and schools in the 21st century.

Textbooks

Goffin, S. (2nd ed.). Curriculum models and early childhood Education: Appraising the relationships. New York: Prentice-Hall.

Marion, M. (2003/6th ed.). Guidance of young children. Columbus, OH: Merrill Prentice Hall.

McAfee, O., Leong, D.J., Bodrova, E. (2004). Basics of assessment: A primer for early childhood educators. Washington, DC: National Association for the Education of Young Children.

Supplementary Reading/Resources Online (Additional Resources will be identified throughout the semester and/or will be listed on Black Board course site):

Online Communication/Support/Discussion:

<http://udc.blackboard.com> (See changed address)

Early Childhood Electronic Discussion Groups:

<http://ericeece.org/listserv.html>

Elementary and Early Childhood Educational Resources on the Internet
(Links):

<http://ericps.crc.uiuc.edu/eece/ed2link.html>

Early Childhood Education Government Statistics and Policy Links:

<http://www.lib.umich.edu/govdocs/early.html#stat.comp>

Goals (General):

1. Develop an understanding of the sociocultural, economic, political, and research factors which contribute to early childhood program variation in theory, philosophy, and implementation.

2. Develop appreciation for the importance of internal consistency in program development, management, guidance, and assessment/evaluation in order to achieve goals/objectives.

3. Enhance ability to analyze, articulate and seek out new information/ideas utilizing computer technology on past and current research and thinking on the selection of, planning for, and impact of differing forms and systems of early childhood education.

4. Further ability to utilize computer technology and the internet to present and analyze information, communicate with parents, staff, and children, and enhance children's and staff's learning, as well as own.

Objectives (Student Competencies):

The student will be able to develop/acquire:

Knowledge

1. Discuss social, cultural, economic, political, and research factors influencing children's development and learning in organized programs.

2. Cite current research- and theory-based curricula and associated findings and issues on children's development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and sensitive guidance approaches congruent with curricula theory/research in working with children and families of diversity.

4. Determine process and outcome assessment measures and strategies congruent with curricula theory/research base and/or goals/objectives.

5. Integrate theory/research, issues, curricula, assessment in a coherent, articulate plan of actions/strategy for programs.

Skills

1. Apply research, theory, and philosophy to planning and assessing programs and initiatives as well as to developing programs.

2. Analyze, comprehend, articulate, and discuss factors influencing children's development, behavior and learning according to various theories and research, and integrate into own views and philosophies.

3. Design plans for culturally sensitive in-service training on curriculum, guidance, and assessment for staff, parents/families, and the general public.

4. Utilize web-learning to further own knowledge as well as assist others.

Dispositions

1. Demonstrate a natural or learned disposition of empathy and understanding toward the care of and teaching of children and their families particularly in urban settings.

2.Value diversity and its complexity and richness and openness to new learning paradigms.

3.Illustrate belief in (accurate, current, relevant) scientific data/research as a expression of openness, analytic ability, and synthesis of complex knowledge.

4.Enthusiastically engage in problem-based, web-quest learning.

Course
jectives and
Standards:

OBJECTIVE

CONCEPTURAL
FRAMEWORK

T-
Transformation

C-Collaboration

D- Diversity

R- Reflection

INTASC
PRINCIPLE

1-10

SPA
STANDARD

G. CRITERIA

RP=report/presentation

DP=diversity plan

PA= program analysis

OP=onlineprojects/activity

RA=Reading Assignments

DT=data retrieval/analysis

PS=Philosophy statement

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

1. Discuss
social,
cultural,
economic,
political, and
research
factors
influencing
children's
development
and learning
in organized
programs.

2. Cite
current
research-
and theory-
based
curricula and
associated
findings and
issues on
children's
development, behavior,

T, C, D, R

1, 2, 9

1,4b (initial)

RP, DP, PA, OP, RA, DT

KSD

and learning
and the
implications
for early
childhood
education
and
educators.

3. Determine
responsive
and sensitive
guidance
approaches
congruent
with
curricula
theory/research in
working
with
children and
families of
diversity.

4. Determine
process and
outcome
assessment
measures
and
strategies
congruent
with
curricula
theory/research base
and/or
goals/objectives.

5. Integrate
theory/research, issues,
curricula,
assessment
in a
coherent,
articulate

plan of
actions/strategy for
programs.

1. Apply
research,
theory, and
philosophy to
planning and
assessing
programs and
initiatives as
well as to
developing
programs.

2. Analyze,
comprehend,
articulate,
and discuss
factors
influencing
children's
development, behavior
and learning
according to
various
theories and
research, and
integrate
into own
views and
philosophies.

3. Design
plans for
culturally
sensitive in-
service
training on
curriculum,
guidance,
and
assessment
for staff,
parents/families, and the

1, 2, 9

1, 4b

RP, PA, DP, OP, DT, PS

S, D

general
public.

4.Utilize
web-learning
to further
own
knowledge
as well as
assist others.

1.Demonstrate a natural or
learned disposition of
empathy and understanding
toward the care of and
teaching of children and their
families particularly in urban
settings.

2.Value diversity and its
complexity and richness and
openness to new learning
paradigms.

3.Illustrate belief in (accurate,
current, relevant) scientific
data/research as a expression
of openness, analytic ability,
and synthesis of complex
knowledge.

4. Enthusiastically engage in
problem-based, web-quest
learning.

T, D, R, C

1, 2, 3, 6, 9

1, 4, 5

PS, DP, OP

D

.COURSE POLICIES:

Methods of Instruction

Lecture, discussion, and collaborative/cooperative and project methods will be used in classes and online; self-directed online learning and skills and communication will also be required approximately 1/3 -1/2 of course content and contact hours. BlackBoard, LiveText, and Intel Teach for the Future resources and materials will be integrated into the classroom and self-directed teaching/learning of the course. .Modules. of learning will be utilized with specific class and outcome projects. Rubrics for all written and presented work, including webpage and powerpoint projects and presentations, will be utilized for evaluation. Students will receive

rubrics prior to the development and presentation of any assignment which is evaluated and considered a part of final grade.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of another that have been expressed in either oral or written form and expressing it, as one's own.

The first time that a student engages in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student engages in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the current course in which the second offense occurred shall award the grade of "W" for the course.

Policy on Writing Guidelines

American Psychological Association (APA) style is required for all written projects (including citation for websites) by UDC. Students must obtain writing guidelines for form, structure, citation, from the APA or any online source. The following are just a few examples of such resources on APA style:

<http://www.1dl.net/~bill/apatwo.htm>

(APA writing style guide; free)

<http://www.psychwww.com>

(links to APA style guides and help sheets)

Rubrics for assessing projects and presentations which will be evaluated for "grade" will be distributed in class.

Policy on Attendance, Lateness and Cell Phones

Each absence in excess of one (unless a documented illness/family emergency) will automatically lower the student's final score by 1/2 grade (or 5 points). Tardiness, in excess of two of more than 15 minutes, will lower the final score by 2.5 points. Paper/assignments handed in late, without prior permission of the instructor or beyond time stipulated will have 10% of potential points subtracted for each late day. (It will be up to the student to fax, e-mail,

or overnight express late assignments to the instructor.) Unless there is a specified emergency, all cell phones must be turned off during class.

Electronic Transfer of Assignments and Communications

Students who use e-mail, e-mail attachments, or fax to submit assignments or to inquire about specific issues related to the course must ask for a return reply of receipt. It is the students' responsibility to do so and/or to keep record of all assignments. (Most e-mail programs will

have a record in the Sent or similar file, but this just indicates the date/time sent, not that it was received. Upon occasion even with correct address, transmittals are misdirected and/or sit in the provider's terminal.) The "drop box" through BlackBoard may also be used.

Course Requirements

1. Assignments:

A. WebPage: Using LiveText or other application create your own "webpage", including your philosophy of early childhood education, resume, sample activity/staff plans, and links to a minimum of 20 websites supporting your beliefs (with a brief description of the website).

B. PowerPoint Presentation: Choose one "audience": professional colleagues or parents and develop a PowerPoint Presentation (using software in Intel Teach for the Future or Microsoft) of at least 10 screens summarizing/describing a) one of the approaches to early childhood education curriculum or b) assessment strategies (classroom, interaction, teacher, child) with a strong theory/research approach.

B. Guidance Plan: Create a plan, with objectives/outcomes, strategies (including training) for a consistent, theoretically- and research-based approach for guidance to be used in an early childhood education center. The plan narrative should be about 5 pages, but list of resources and websites should be about the same length (the resources should be

D. On-Line Participation, Activities, Discussion, Etc.: Participation in all class and web-based/Blackboard Based activities.

Grading System

Assignment Maximum Points

Web/Home Page 30 points

Power Point Presentation 25 points

Guidance Plan (staff/parent) 15 points

On-Line Participation, Activities, Discussion, Etc. 20 points

Philosophy Statement: Teaching and Technology 10 points

TOTAL POSSIBLE 100 POINTS

Grading Scale:

A= 89.5 - 100

B= 79.5 - 89.49

C= 69.5 - 79.49

D= 59.5 - 69.49

F = 59.49 and below

COURSE WEBSITES (additional sites will be added within the first few weeks of classes)

ELECTRONIC USE and ECE EDUCATORS

www.ets.org/praxis/taags/prx0020.html

Description of the Early Childhood Education Praxis II examination. The test is based on a teaching approach that emphasizes the involvement of young children in play and child-centered activities and a curriculum that reflects a concern for the development of the whole child, including the child's physical, cognitive, social, and language development.

THEORY AND RESEARCH AS BASIS FOR MANAGEMENT

www.ericacility.net/databases/ERIC_Digests/ed290554.html

Review of education research of the three major preschool models.

ceep.crc.uiuc.edu/eecearchive/digests/ed-cite/ed4435597.html

The role of curriculum models in early childhood education.

www.michigan.gov/greatstart/0,1607,7-197-27385-83422--,00.html

Curriculum models should be central to any discussion of early childhood education programs.

www.ncrel.org/sdrs/areas/stw_esys/5erly_ch.htm

Early childhood education curriculum and assessment.

DESIGNING DEVELOPMENTALLY APPROPRIATE ECE PROGRAMS
BASED ON THEORY AND RESEARCH

www.ed.psu.edu/k-12/edpgs/su96/ece/dap1.html

Links to sites on information about how the principles of DAP might be applied to the classroom, including current research, Vygotsky, Gardner, Learning and Constructivist Theories.

www.ecwebguide.com

A site which has links to various topic areas such as program management, learning environments, professionalism, child development, anti-bias resources, and discipline, and guidance.

PROMOTING CHILDREN'S SELF REGULATION THROUGH CLASSROOM
GUIDANCE

www.ecwebguide.com

A site which has links to various topic areas such as program management,
learning environments, professionalism, child development, anti-bias
resources,
and discipline, and guidance.

PARTNERING WITH FAMILIES AND COMMUNITY

ASSESSING AND EVALUATING EARLY CHILDHOOD ENVIRONMENTS

OVERVIEW COURSE OUTLINE

(Class Schedule, subject to adjustment by Instructor; On-line
classes/activities will be announced
at least one week in advance)

Date	Topic	Reading	Other	Online
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	Assign.	Assign.	Assign.	
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8/26	Course Introduction/Overview			
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9/2 -9/9	Module 1: Introduction to Web-Based Learning Opportunities in Early			
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Childhood Education

9/16- 9/30 Module 2: Theory and Research as Basis for Early Childhood Management

10/7-10/14 Module #3 - Designing a DAP Rich Classroom Environment

10/21-11/4 Module #4 - Promoting Children's Self-Regulation Through Classroom

Guidance

11/4-11/18 Module #5 - Parents as Partners in the Early Childhood Classroom

11/25 THANKSGIVING HOLIDAY

12-2-12/9 Module #6: Assessing and Evaluation of Early Childhood Education

Environments

COURSE MODULES

Module #1 - Introduction to Web-Based Learning Opportunities in Early Childhood Education

Estimated time to complete:

One Classroom Session plus Out of Class Activities.

Module objectives:

To become familiar with opportunities for learning more about early childhood education through web-based resources;

To develop a home page on TeacherWeb or LiveText.

To utilize Intel Teach for the Future to prepare power-point presentation and newsletters, etc.

Concept(s) learned in this module:

Understanding how electronic resources are useful for the early childhood educator;
becoming a thoughtful and reflective user of web-based resources.

Standards addressed in this module(Praxis, K-12):

NETS: General Preparation: 2. Make informed choices about technology systems, resources and services; 3. Use technology tools and information resources to promote creativity and facilitate academic learning; 5. Use technology resources to facilitate higher order and complex thinking skills; 7. Use technology to locate, evaluate and collect information from a variety of sources.

NCATE/NAEYC (Initial): 2.1.6 (Curriculum Development and Implementation): Evaluate and demonstrate appropriate use of technology with young children; 5.5 (Professionalism): Actively seek out opportunities to grow professionally by locating

and using appropriate professional literature, organizations, resources and experiences to inform and improve practice. NAEYC Advanced:

UDC:

Technology-enhanced instructional strategies utilized in this module:

Power-point presentation on using Blackboard, TeacherWeb or Live Text
Power-point presentation on using web-based resources (search engines) to find materials/resources in early childhood education
Registration for Blackboard.com component of course; discussion sessions
Creation of own homepage on TeacherWeb or LiveText.

Demonstration of Intel Teach for the Future self-guided program for development of plans, projects, power-point presentations, newsletters, etc.

Components

Brief description of module activities

StudentGrouping*

Materials/
Technology

Engagement

.

Introduction to Course; Presentation of some electronic resource activities through Powerpoint presentation and in-class discussion

Whole
group

PowerPoint/
Multimedia cart

Exploration

.

Students register for course on Blackboard.com
Students search for ECE resources on Internet
Students begin to create homepage on TeacherWeb

Individual

Internet
accessWebsites
such as
Blackboard.com,
TeacherWeb

Explanation

.
Students discuss their experiences
through Discussion section of
Blackboard.com as well as in subsequent
class discussion

Whole
group;
small
group

Discussion Board

Extension

.
Students will continue to add additional
information to their TeacherWeb
homepage; and will add additional external
links to the Blackboard.com course
website

Individual

TeacherWeb/
Blackboard.com

Evaluation

.
Instructors evaluate: TeacherWeb
homepageDAP assignment (linked to next
module); participation in discussion board
on Blackboard.com; additions of DAP links
to Blackboard site; rubric for evaluating
homepage and DAP assignment used

Individual;
small and

whole
group

TeacherWeb/
Blackboard.com

*Student grouping: Individual, paired, small group, whole class, etc.

Expected module outcomes:

Increased knowledge and comfort with use of web-based resources for exploring early childhood education; creation of a homepage which may be modified for use during student teaching or first year of teaching.

Performance-based assessment of module outcomes:

Creation of homepage.
List of web-based resources on Curriculum Models, Theory and Research in Early Childhood Education Program Development
Participation in discussion session on Blackboard.com.

Module 2: Theory and Research as Basis for Early Childhood Management

Estimated time to complete:

Two classroom sessions and on-line activities.

Module objectives:

To become familiar with opportunities for learning more about early childhood education/curriculum/models/approaches theory and research through web-based resources.

Concept(s) learned in this module:

Understanding the resources available to investigate the theory and research on various approaches to early childhood education through the following essential questions:

- 1.) What is theory?
- 2.) Why is theory/research critical to effective practice in early childhood care and education?

- 3.) What are the predominant theories which have guided .curriculum. in early childhood education?
- 4.) What are the major differences between three or four of the most utilized theories?
- 5.) Has research been done on the effectiveness/differences on curriculum utilizing these different theories?
- 6.) What have the findings been?
- 7.) What are you most philosophically comfortable with?
- 8.) What additional research needs to be done?
- 9.) What do the professional organizations such as NAEYC support in terms of curricula?

Standards addressed in this module(Praxis, K-12):

NETS: General Preparation: 2. Make informed choices about curricula/methods to develop and implement with young children. 3. Use technology tools and information resources to promote creativity and facilitate academic learning; 5. Use technology resources to facilitate higher order and complex thinking skills; 7. Use technology to locate, evaluate and collect information from a variety of sources.

NAEYC INITIAL: 1.1 Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children from birth through age eight. 1.2 Use knowledge of how young children differ in their development and approaches to learning to support the development of individual children. 2.1.6 (Curriculum Development and Implementation): Evaluate and demonstrate appropriate knowledge of theory and research guiding work with young children 2.1: Plan and implement developmentally appropriate curriculum and instructional strategies based on knowledge of individual children, communities, and curriculum goals and content; 2.4: Establish and maintain physically and psychologically safe and healthy learning environments for children.

NAEYC ADVANCED: 2.0: Extend and develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies. 5.0: Develop and evaluate programs for children from a variety of diverse cultural and language backgrounds.

Technology-enhanced instructional strategies utilized in this module:

Utilization of web for search; creation of group .powerpoint presentation. as summary of questions researched.

Module #3 - Designing a DAP Theory/Research-Based Classroom Environment

M

Estimated time to complete:

Three classroom sessions (preschool) plus completion of classroom organization scheme assignment (approximately 15-20 hours)

Module objectives:

To develop expertise in designing selected components of an early childhood classroom to confirm both to DAP and selected theory; to consider use of space, materials, schedules and activities in the early childhood classroom; to communicate this knowledge in a well-organized manner; to use electronic resources to create a classroom environment.

Concept(s) learned in this module:

Principles of good classroom organization (physical environment, scheduling, use of materials and equipment, activities); DAP and selected theory principles as they apply to organizing the classroom environment.

Standards addressed in this module(Praxis, PREK-12):

NCATE/NAEYC INITIAL: 1.2.2 (Child Development and Learning): Create and modify environments and experiences to meet the individual needs of all children; 2.1 (Curriculum Development and Implementation): Plan and implement developmentally appropriate curriculum and instructional practices; 2.1.5: Create, evaluate and select developmentally appropriate materials, equipment and environments; 2.4 Establish and maintain physically and psychologically safe and healthy learning environments for children; 2.4.1 Demonstrate understanding of the influence of the physical setting, schedule, routines and transitions on children.

NCATE/NAEYC ADVANCED:

PRAXI II (ECE): IV (Planning and Implementing Curriculum): Organizing and managing the physical learning environment: use of materials, equipment, indoor space and outdoor space.

Technology-enhanced instructional strategies utilized in this module:

Extraction of DAP and theory for planning; exploration of multiple electronic resources to create a physical classroom layout; develop a list of DAP theory basis equipment and supplies; create a classroom schedule and review instructional ideas for classroom activities consistent with theory and DAP.

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*Student grouping: Individual, paired, small group, whole class, etc.

Expected module outcomes:

A complete classroom organization scheme using an array of electronically based resources; adaptable to student electronic or hard portfolio.

Performance-based assessment of module outcomes:

Creation of:

Classroom design diagram

Equipment/Supplies/Materials order

Daily Schedule

Large and Small Group Activities

Posting of these items on TeacherWeb and/or Blackboard

Module #4 - Promoting Children's Self-Regulation Through Classroom Guidance

Estimated time to complete:

Three classroom session ands additional time to create classroom guidance strategy plan consistent with theory (approximately 6 hours).

Module objectives:

To develop an understanding of the relationship between children's emerging abilities to regulated and control their behavior and a classroom environment that supports these goals

To develop an understanding of and apply principles of different theory/research to classroom guidance.

To create a guidance strategy consistent with selected theory, DAP, and research.

Concept(s) learned in this module:

Developmental processes in the development of internal control and self-regulation;
children's understanding of rules, interpersonal regulation, and conflict resolution,
developmentally appropriate practices in classroom guidance and management;
strategies for resolution of conflict and other classroom problem behaviors.

Standards addressed in this module(Praxis, K-12):

NCATE/NAEYC INITIAL: 2.1.1 (Curriculum Development and Implementation):

Use

and explain the rationale for developmentally appropriate methods that include group

discussion, problem solving and inquiry experiences to help young children solve

problems and make decisions; 2.2 Use individual and group guidance and problem-

solving techniques to develop positive and support relationships among children, to

encourage positive social interaction among children, to promote positive strategies of

conflict resolution, and to develop personal self-control, self-motivation and self-

esteem.

NCATE/NAEYC ADVANCED: 1.0: Extend knowledge and understanding of dominant theories of human development; 6.0: Apply interdisciplinary knowledge from such fields as sociology, psychology, health services, special education, history, and philosophy to practice in early childhood education.

PRAXIS II: 4. Planning and Implementing Curriculum: Managing interpersonal interactions in the classroom: helping children learn to manage their behavior, recognizing how teacher's behavior and attitudes affect children's learning and development.

Technology-enhanced instructional strategies utilized in this module:

Power-point presentation on the development of self-regulation and classroom management strategies
Evaluation of extant websites on classroom management

*Student grouping: Individual, paired, small group, whole class, etc.

Expected module outcomes:

Creation of a classroom guidance plan congruent with selected theory base for curriculum that may be included in student portfolio.

Performance-based assessment of module outcomes:

Classroom guidance strategy plan
Inclusion on TeacherWeb/LiveText homepage

Module #5 - Partnering with Parents, Families, and Communities in the
Early
Childhood Classroom

Estimated time to complete:

One classroom session and time to complete parent newsletter
(approximately 5 hours).

Module objectives:

To understand the role of family and community in supporting young
children's learning
and development in school settings; To appreciate the importance of
parents as partners
in their children's school experience; To create a means for effective
communication
with parents.

Concept(s) learned in this module:

The role of different adults in children's development and learning; The
importance of
cultural variation and familial context on children's school entry and
learning styles;
effective means to communicate with parents; different perspectives on
learning and
development across varying cultural contexts.

Standards addressed in this module(Praxis, K-12):

NCATE/NAEYC INITIAL: 3.1 (Family and community relationship): Establish
and
maintain positive, collaborative relationships with families; 3.1.1.
Respect parents'
choices and goals for children and communicate effectively with parents
about
curriculum and children's progress; 3.2 Demonstrate sensitivity to
differences in family
structures and social and cultural backgrounds; 3.4 Link families with a
range of family-
oriented services

NCATE/NAEYC ADVANCED:

PRAXIS II: 5. Evaluating and reporting student progress and the
effectiveness of
instruction: Communicating effectively with parents about a child's total
developmental
progress.

Technology-enhanced instructional strategies utilized in this module:

*Student grouping: Individual, paired, small group, whole class, etc.

Expected module outcomes:

A parent newsletter on theory/principles of curriculum, congruent guidance strategies, and assessment suitable for inclusion in student portfolio.

Performance-based assessment of module outcomes:

Evaluation of parent newsletter

Evaluation of newsletter on TeacherWeb/LiveText homepage

Module #6 - Assessment and Evaluation in/of the Early Childhood Classroom

Estimated time to complete:

Three classroom session and observation time in early childhood site (approximately 5 hours).

Module objectives:

To understand the importance of ongoing and appropriate assessment of children, staff, environment, and interactions as a source of continual change and improvement as well as for evaluation.

To be exposed to various informal and formal assessment strategies and emerging issues and methods in assessment/evaluation in and of early childhood education.

Concept(s) learned in this module:

The importance of assessment in the interactions with and learning of children, as well as staff, parents, and others. Informal and formal methods are critical as are systematic and responsive approaches.

Standards addressed in this module(Praxis, preK-3):

NCATE/NAEYC INITIAL: 4.1.1.Observe, record and assess young children's development and learning; 4.1.4: Select, evaluate, and interpret informal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom data with formal assessment data; 4.2: Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

NCATE/NAEYC ADVANCED: 4.0: Extend their knowledge and ability to use and develop a variety of procedures for assessment of child development and learning, child care and early childhood environments, and early childhood education curricula; and

understanding of types, purposes and appropriateness of various assessment procedures and instruments.

PRAXIS II: 5. Evaluating and reporting student progress and the effectiveness of instruction: Communicating effectively with parents about a child's total developmental progress.

Technology-enhanced instructional strategies utilized in this module:

*Student grouping: Individual, paired, small group, whole class, etc.

Expected module outcomes:

A list and critique of various assessment strategies and tools, selected to be congruent with Developmentally Appropriate Practice and the theory base selected.

Performance-based assessment of module outcomes:

Evaluation/critique of assessment/evaluation measures selected
Evaluation/critique of a classroom utilizing one selected assessment
measure

ECED 515: Managing Early Childhood Environments

UNIVERSITY OF THE DISTRICT OF COLUMBIA

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF EDUCATION

ECED 515: Managing Early Childhood Environments

<http://udc.blackboard.com>

Office Hours: Thursdays: 3-5PM

Others by Appointment

ONLINE OFFICE HOURS: to be arranged

ECED515: Impact of Home, School, and Community on Early Childhood

Page 2

Course Description

Provides an opportunity for students to plan and execute activities that involve parents, school, and the multicultural community. Involves students in hands-on experiences with community organizations and governmental agencies concerned with the welfare of children on the early childhood level.

Rationale

Provides a basic understanding of diversity, diversity issues, and processes by which diversity and societal responses impact on children's development and learning as well as identity. This course posits that multicultural environments require teachers to be culturally sensitive and competent in order to optimally facilitate children's (and their families) learning and development. This course meets one of the certification requirements for early childhood education teachers in the District of Columbia Public Schools. The course emphasizes theory and research and curriculum issues consistent with national and local content standards, and instructional strategies supported by current research. It provides a basic understanding of the dynamics of early childhood development, specifically the factors which influence development, including family, community, and early childhood education experiences, and a

structure for both analyzing early childhood programs/curriculum and for promoting the implementation of best practice.

Conceptual Framework

The conceptual framework of the Teacher Education and Related Programs is guided by the mission of the University to prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning. This evolving framework is performance-based and provides a rationale for the course work, field experiences, practices, study, assessment and ongoing professional development that students engage in during their tenure with the program. Significant to our teacher preparation program are four basic principles that are reflected as themes throughout the program: diversity, collaboration, reflection, and transformation. In addition, the conceptual framework for Early Childhood Education includes constructivism. The Teacher Education Program is committed to preparing distinguished educational professionals who possess the knowledge, skills, and dispositions needed to transform children, families, and schools in the 21st century.

Course
Objectives:

OBJECTIVE

CONCEPTUAL
FRAMEWORK

T-
Transformation

C-Collaboration

D- Diversity

R- Reflection

INTASC
PRINCIPLE

1-10

SPA
STANDARD

H. CRITERIA

RP=report/presentation

DP=diversity plan

PA= program analysis

OP=onlineprojects/activity

RA=Reading Assignments

DT=data retrieval/analysis

PS=Philosophy statement

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

1. Discuss

social, cultural,
economic, and
family factors
influencing
children's
develop-ment
and learning.

T, C, D, R

1, 2, 9

1, 4b

RP, DP, PA, OP, RA, DT

KSD

2. Cite current

research findings and issues on effects of families, schools, and communities on children's development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and sensitive approaches to working with children and families of diversity as well as to current and emerging research and political/social demands.

1. Apply

research, theory, and philosophy to assessing programs and initiatives as well as to developing programs.

2. Analyze,

comprehend,
articulate, and
discuss factors
influencing
children's
development,
behavior and
learning as well
as own views
and philosophies.

3. Design

plans for
culturally

C, R

1, 2, 9

1, 4b

RP, PA, DP, OP, DT, PS

S, D

sensitive in-service training for staff, programs for parents, and the general public.

4. Utilize

data to support views, contentions, and policy and practice.

1. Demonstrate a natural or learned disposition of empathy and understanding toward the care of and teaching of children and their families particularly in urban settings.

3. Value diversity

and its complexity and richness.

Illustrate belief in (accurate, current, relevant) scientific data/research as an expression of openness, analytic ability, and synthesis of complex knowledge

3. Articulate and defend one's own personal philosophy of early childhood education in an urban, multi-cultural environment;

T, D, R, C

1, 2, 3, 6, 9

1, 4, 5

PS, DP, OP

D

Goals (General):

1. Develop an understanding of the family, community, cultural and school factors which

contribute to variations in development, learning, and behavior of children/students, and,

in turn, how diversity impacts on working with children, families, institutions, and

communities.

2. Develop appreciation for the diversity of this country and its richness in contributing to the uniqueness of children.

3. Enhance ability to analyze, articulate and seek out new information/ideas on past and current research and thinking on the impact of family, community, and schooling and diversity as pertaining to early childhood education.

1319 515-01 Impact of Home, School, and Community on Early Childhood

Page 6

Objectives (Student Competencies):

The student will be able to:

Knowledge

1. Discuss social, cultural, economic, and family factors influencing children's development and learning.

2. Cite current research findings and issues on effects of families, schools, and communities on children's development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and sensitive approaches to working with children and families of diversity as well as to current and emerging research and political/social demands.

Skills

1. Apply research, theory, and philosophy to assessing programs and initiatives as well as to developing programs.

2. Analyze, comprehend, articulate, and discuss factors influencing children's development, behavior and learning as well as own views and philosophies.

3. Design plans for culturally sensitive in-service training for staff, programs for parents, and the general public.

4. Utilize data to support views, contentions, and policy and practice.

Dispositions

1. Demonstrate a natural or learned disposition of empathy and understanding toward the care of and teaching of children and their families particularly in urban settings.

2. Value diversity and its complexity and richness.

3. Illustrate belief in (accurate, current, relevant) scientific data/research as an expression of openness, analytic ability, and synthesis of complex knowledge.

Textbooks

Hildebrand, V., Phenice, L.A., Gray, M.M., Hines, R. P. (2000, 2/e). Knowing and serving diverse families. Columbus, OH: Merrill. ISBN#0-13-011058-2

Supplementary Reading/Resources Online (Additional Resources will be identified throughout the semester and/or will be listed on Black Board course site):

Online Communication/Support/Discussion:

<http://udc.blackboard.com>

1319-515-01: Impact of Home, School, and Community on Early Childhood

Page 7

Early Childhood Electronic Discussion Groups:

<http://ericeece.org/listserv.html>

Elementary and Early Childhood Educational Resources on the Internet (Links):

<http://ericps.crc.uiuc.edu/eece/ed2link.html>

Early Childhood Education Government Statistics and Policy Links:

<http://www.lib.umich.edu/govdocs/early.html#stat.comp>

Methods of Instruction

Lecture, discussion, and collaborative/cooperative and project methods will be used in classes and online; self-directed online learning and skills and communication will also be required.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of another that have been expressed in either oral or written form and expressing it, as one's own.

The first time that a student engages in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student engages in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the

current course in which the second offense occurred shall award the grade of "W" for the course.

Policy on Writing Guidelines

Students will be provided a complete list of writing guidelines for form, structure, citation, etc. American Psychological Association (APA) style is required for use by UDC. Online resources on APA style are:

<http://www.1dl.net/~bill/apatwo.htm>

(APA writing style guide; free)

<http://www.psychwww.com>

(links to APA style guides and help sheets)

Rubrics for assessing written projects and presentations will be distributed in class.

1319-515-01: Impact of Home, School, and Community on Early Childhood

Page 8

Policy on Attendance, Lateness and Cell Phones

Each absence in excess of one (unless a documented illness/family emergency) will automatically lower the student's final score by 1/2 grade (or 5 points). Tardiness, in excess of two of more than 15 minutes, will lower the final score by 2.5 points. Paper/assignments handed in late, without prior permission of the instructor or beyond time stipulated will have 10% of potential points subtracted for each late day. (It will be up to the student to fax, e-mail,

or overnight express late assignments to the instructor.) Unless there is a specified emergency, all cell phones must be turned off during class.

Electronic Transfer of Assignments and Communications

Students who use e-mail, e-mail attachments, or fax to submit assignments or to inquire about specific issues related to the course must ask for a return reply of receipt. It is the students' responsibility to do so and/or to keep record of all assignments. (Most e-mail programs will have a record in the Sent or similar file, but this just indicates the date/time sent, not that it was received. Upon occasion even with correct address, transmittals are misdirected and/or sit in the provider's terminal.) The "drop box" through BlackBoard may also be used.

Course Requirements

2. Assignments:

a. On-line Participation, Discussion, Activities, and Self-

Assessment, such as Cultural Competency Self-Assessment/Reflection (20%): several classes will be conducted through "distance" via Black Board, with essential questions, discussion groups, and activities, including self-reflection and assessment.

b. Family Form/Type Presentation (25%): Students will collect data, using various

techniques and forms that will be distributed in class, in order to begin to acquire an objective framework for study, interpretation, and of data (original research). Data, in charts, tables, etc, will be presented, utilizing power point or other technological means.. A list of critically selected resources will be developed for distribution. A ½ hour presentation will be required.

c. Diversity Plan (15%): Students will analyze a work site setting (their present work site or a previous one), defining its current "diversity" situation (e.g., number in various groups, type and level/quality of interaction; exposure/experience with other groups; knowledge and attitudes). Next students will develop a prioritized plan of activities, readings, experiences, and changes

1319 515-01 Impact of Home, School, and Community on Early Childhood

Page 9

(e.g., hire more in certain group, and how to do this). In addition to the diversity plan (example attached), students will write a brief reflection (2-3 typed pages) of the impact of conceptualizing the issues and writing the plan on their own attitudes and beliefs.

d. Research Paper (30%): Students will choose one type of non-family early

childcare/education (e.g., Head Start, {Group/Center} Child Care, or Family Child

Care) OR one socio-economic group (e.g., poverty level, lower class, middle class,

upper class) OR one racial/ethnic group (e.g., African-American, White,

Hispanic, Asian-American) on children's development, behavior, and learning and

write a 12- 15 page traditional "research paper," (with a minimum of 15 current

references from professional journals ONLY)reviewing the research and areas

where research is yet needed. (A historical summary of the research/issues must be

included as well as recent research {within past 5 years}). A brief proposal with a

minimum of 5 initial references must be submitted by the 3rd class session.

e. Philosophy of Early Childhood Education: Section on Diversity, Family

Involvement, and Standards/High Expectations (10%): This one-two page section should be added to and integrated with the students' emerging philosophy

statement on early childhood education, and must be congruent with theoretical/research stance of whole statement (students should be evolving their

statements throughout courses; the statement, and other documents should be

stored on LiveText.)

Grading System

Assignment Maximum Points

Research Paper 30 points

Family Form/Type Presentation with Data Charts, Resources 25 points

Diversity Plan 15 points

On-Line Participation, Activities, Discussion, Etc. 20 points

Philosophy Statement: Diversity/Family & Community 10 points

TOTAL POSSIBLE 100 POINTS

Grading Scale:

A= 89.5 - 100

B= 79.5 - 89.49

C= 69.5 - 79.49

D= 59.5 - 69.49

F = 59.49 and below

COURSE OUTLINE

(Class Schedule, subject to adjustment by Instructor; On-line classes/activities will be announced at least one week in advance)

Date Topic Reading Other Online

Assign. Assign. Assign.

Module 1:Definitions, Theory, Issues,

Current Status

Jan. 15 Course requirements & introduction; overview of course concepts and issues in individual, family, community, cultural, schooling factors influencing early childhood and resultant concerns for diversity, multiculturalism, interrelationships and impact on children, early childcare and education.

Jan. 22 Ecological perspective on growth/development. (www.unu.edu/unupress/unupbooks/uul3se/uul3se06.htm)

Jan. 29 Attachment, socialization, identity, enculturation Paper prop. and acculturation.

Module 2: Families' Effects

Feb. 5 Functions, forms, and types of families H: Chpts. 1,2,3

Feb. 12 European-American Families; African-
American Families

Feb. 19 Hispanic-American Families; Asian- H: Chpts.5, 4 Pres.
American Families; Native American 6, 7
And Arab-American Families

Feb. 26 Single-Parent Families (Teens, Divorce, Choice); H: Chpts.
Blended Families 10, 11, 12

Mar. 4 Gay & Lesbian Families, Families with H: Chpts.
Children with Special Needs; Grand- 13,14
Homeless Families, Immigrant Families

1319 515 Impact of Home, School, Community

Page 10

Date Topic Reading Other Online

Assign. Assign. Assign.

Mar. 11 SPRING BREAK

GRADUATE WRITING EXAM

IF YOU HAVE NOT YET TAKEN THIS YOU MUST DO SO; REGISTER WITH ENGLISH DEPARTMENT

Module 2: Child-caring and Schooling

Mar. 18 Statistics, quality vs quantity; structure of

Child care/school; types of programs;

Forms of research; current issues

Mar. 25 Child Care and Its Effects.

April 1 Child Care and Its Effects on Early Schooling Philosophy

Statement

April 8 Early Schooling and Its Effects

Module 3: Communities, Cultural, Global Issues

April 15 Communities: Definitions, forms/types, impact
studies

April 22 Summation of major issues/research needs Research
Paper

IMPACT OF HOME, SCHOOL, COMMUNITY

1319-575

UNIVERSITY OF THE DISTRICT OF COLUMBIA
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF EDUCATION

ECED 515: IMPACT OF HOME, SCHOOL, AND
COMMUNITY ON EARLY CHILDHOOD
<http://udc.blackboard.com>

Office Hours: Thursdays: 2-4PM
Others by Appointment

ONLINE OFFICE HOURS: to be arranged

ECED515: Impact of Home, School, and Community on Early Childhood

Page 2

Course Description

Provides an opportunity for students to plan and execute activities that involve parents, school, and the multicultural community. Involves students in hands-on experiences with community organizations and governmental agencies concerned with the welfare of children on the early childhood level.

Rationale

Provides a basic understanding of diversity, diversity issues, and processes by which diversity and societal responses impact on children's development and learning as well as identity. This course posits that multicultural environments require teachers to be culturally sensitive and competent in order to optimally facilitate children's (and their families) learning and development. This course meets one of the certification requirements for early childhood education teachers in the District of Columbia Public Schools. The course emphasizes theory and research and curriculum issues consistent with national and local content standards, and instructional strategies supported by current research. It provides a basic understanding of the dynamics of early childhood development, specifically the factors which influence development, including family, community, and early childhood education experiences, and a

structure for both analyzing early childhood programs/curriculum and for promoting the implementation of best practice.

Conceptual Framework

The conceptual framework of the Teacher Education and Related Programs is guided by the mission of the University to prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning. This evolving framework is performance-based and provides a rationale for the course work, field experiences, practices, study, assessment and ongoing professional development that students engage in during their tenure with the program. Significant to our teacher preparation program are four basic principles that are reflected as themes throughout the program: diversity, collaboration, reflection, and transformation. In addition, the conceptual framework for Early Childhood Education includes constructivism. The Teacher Education Program is committed to preparing distinguished educational professionals who possess the knowledge, skills, and dispositions needed to transform children, families, and schools in the 21st century.

Course
Objectives:

OBJECTIVE

CONCEPTUAL
FRAMEWORK

T-
Transformation

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D- Diversity

R- Reflection

INTASC
PRINCIPLE

1-10

SPA
STANDARD

I. CRITERIA

RP=report/presentation

DP=diversity plan

PA= program analysis

OP=onlineprojects/activity

RA=Reading Assignments

DT=data retrieval/analysis

PS=Philosophy statement

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

4. Discuss

social, cultural,
economic, and
family factors
influencing
children's
develop-ment
and learning.

T, C, D, R

1, 2, 9

1, 4b

RP, DP, PA, OP, RA, DT

KSD

5. Cite current

research findings and issues on effects of families, schools, and communities on children's development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and sensitive approaches to working with children and families of diversity as well as to current and emerging research and political/social demands.

5. Apply

research, theory, and philosophy to assessing programs and initiatives as well as to developing programs.

6. Analyze,

comprehend,
articulate, and
discuss factors
influencing
children's
development,
behavior and
learning as well
as own views
and philosophies.

7. Design

plans for
culturally

C, R

1, 2, 9

1, 4b

RP, PA, DP, OP, DT, PS

S, D

sensitive in-
service training
for staff,
programs for
parents, and the
general public.

8. Utilize

data to support
views,
contentions, and
policy and
practice.

1. Demonstrate a
natural or
learned
disposition of
empathy and
understanding
toward the care
of and teaching
of children and
their families
particularly in
urban settings.

6. Value diversity

and its
complexity and
richness.

Illustrate belief
in (accurate,
current, relevant)
scientific
data/research as a
expression of
openness,
analytic ability,
and synthesis of
complex
knowledge

3. Articulate and defend one's own personal philosophy of early childhood education in an urban, multi-cultural environment;

T, D, R, C

1, 2, 3, 6, 9

1, 4, 5

PS, DP, OP

D

Goals (General):

4. Develop an understanding of the family, community, cultural and school factors which

contribute to variations in development, learning, and behavior of children/students, and,

in turn, how diversity impacts on working with children, families, institutions, and

communities.

5. Develop appreciation for the diversity of this country and its richness in contributing to the uniqueness of children.

6. Enhance ability to analyze, articulate and seek out new information/ideas on past and current research and thinking on the impact of family, community, and schooling and diversity as pertaining to early childhood education.

1319 515-01 Impact of Home, School, and Community on Early Childhood

Page 6

Objectives (Student Competencies):

The student will be able to:

Knowledge

1. Discuss social, cultural, economic, and family factors influencing children's development and learning.

2. Cite current research findings and issues on effects of families, schools, and communities on children's development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and sensitive approaches to working with children and families of diversity as well as to current and emerging research and political/social demands.

Skills

1. Apply research, theory, and philosophy to assessing programs and initiatives as well as to developing programs.

2. Analyze, comprehend, articulate, and discuss factors influencing children's development, behavior and learning as well as own views and philosophies.

3. Design plans for culturally sensitive in-service training for staff, programs for parents, and the general public.

4. Utilize data to support views, contentions, and policy and practice.

Dispositions

1. Demonstrate a natural or learned disposition of empathy and understanding toward the care of and teaching of children and their families particularly in urban settings.

2. Value diversity and its complexity and richness.

3. Illustrate belief in (accurate, current, relevant) scientific data/research as an expression of openness, analytic ability, and synthesis of complex knowledge.

Textbooks

Hildebrand, V., Phenice, L.A., Gray, M.M., Hines, R. P. (2000, 2/e). Knowing and serving diverse families. Columbus, OH: Merrill. ISBN#0-13-011058-2

Supplementary Reading/Resources Online (Additional Resources will be identified throughout the semester and/or will be listed on Black Board course site):

Online Communication/Support/Discussion:

<http://udc.blackboard.com>

1319-515-01: Impact of Home, School, and Community on Early Childhood

Page 7

Early Childhood Electronic Discussion Groups:

<http://ericeece.org/listserv.html>

Elementary and Early Childhood Educational Resources on the Internet (Links):

<http://ericps.crc.uiuc.edu/eece/ed2link.html>

Early Childhood Education Government Statistics and Policy Links:

<http://www.lib.umich.edu/govdocs/early.html#stat.comp>

Methods of Instruction

Lecture, discussion, and collaborative/cooperative and project methods will be used in classes and online; self-directed online learning and skills and communication will also be required.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of another that have been expressed in either oral or written form and expressing it, as one's own.

The first time that a student engages in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student engages in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the

current course in which the second offense occurred shall award the grade of "W" for the course.

Policy on Writing Guidelines

Students will be provided a complete list of writing guidelines for form, structure, citation, etc. American Psychological Association (APA) style is required for use by UDC. Online resources on APA style are:

<http://www.1dl.net/~bill/apatwo.htm>

(APA writing style guide; free)

<http://www.psychwww.com>

(links to APA style guides and help sheets)

Rubrics for assessing written projects and presentations will be distributed in class.

1319-515-01: Impact of Home, School, and Community on Early Childhood

Page 8

Policy on Attendance, Lateness and Cell Phones

Each absence in excess of one (unless a documented illness/family emergency) will automatically lower the student's final score by 1/2 grade (or 5 points). Tardiness, in excess of two of more than 15 minutes, will lower the final score by 2.5 points. Paper/assignments handed in late, without prior permission of the instructor or beyond time stipulated will have 10% of potential points subtracted for each late day. (It will be up to the student to fax, e-mail,

or overnight express late assignments to the instructor.) Unless there is a specified emergency, all cell phones must be turned off during class.

Electronic Transfer of Assignments and Communications

Students who use e-mail, e-mail attachments, or fax to submit assignments or to inquire about specific issues related to the course must ask for a return reply of receipt. It is the students' responsibility to do so and/or to keep record of all assignments. (Most e-mail programs will have a record in the Sent or similar file, but this just indicates the date/time sent, not that it was received. Upon occasion even with correct address, transmittals are misdirected and/or sit in the provider's terminal.) The "drop box" through BlackBoard may also be used.

Course Requirements

3. Assignments:

a. On-line Participation, Discussion, Activities, and Self-

Assessment, such as Cultural Competency Self-Assessment/Reflection (20%): several classes will be conducted through "distance" via Black Board, with essential questions, discussion groups, and activities, including self-reflection and assessment.

b. Family Form/Type Presentation (25%): Students will collect data, using various

techniques and forms that will be distributed in class, in order to begin to acquire an objective framework for study, interpretation, and of data (original research). Data, in charts, tables, etc, will be presented, utilizing power point or other technological means.. A list of critically selected resources will be developed for distribution. A ½ hour presentation will be required.

c. Diversity Plan (15%): Students will analyze a work site setting (their present work site or a previous one), defining its current "diversity" situation (e.g., number in various groups, type and level/quality of interaction; exposure/experience with other groups; knowledge and attitudes). Next students will develop a prioritized plan of activities, readings, experiences, and changes

1319 515-01 Impact of Home, School, and Community on Early Childhood

Page 9

(e.g., hire more in certain group, and how to do this). In addition to the diversity plan (example attached), students will write a brief reflection (2-3 typed pages) of the impact of conceptualizing the issues and writing the plan on their own attitudes and beliefs.

d. Research Paper (30%): Students will choose one type of non-family early

childcare/education (e.g., Head Start, {Group/Center} Child Care, or Family Child

Care) OR one socio-economic group (e.g., poverty level, lower class, middle class,

upper class) OR one racial/ethnic group (e.g., African-American, White,

Hispanic, Asian-American) on children's development, behavior, and learning and

write a 12- 15 page traditional "research paper," (with a minimum of 15 current

references from professional journals ONLY)reviewing the research and areas

where research is yet needed. (A historical summary of the research/issues must be

included as well as recent research {within past 5 years}). A brief proposal with a

minimum of 5 initial references must be submitted by the 3rd class session.

f. Philosophy of Early Childhood Education: Section on Diversity, Family

Involvement, and Standards/High Expectations (10%): This one-two page section should be added to and integrated with the students' emerging philosophy

statement on early childhood education, and must be congruent with theoretical/research stance of whole statement (students should be evolving their

statements throughout courses; the statement, and other documents should be

stored on LiveText.)

Grading System

Assignment Maximum Points

Research Paper 30 points

Family Form/Type Presentation with Data Charts, Resources 25 points

Diversity Plan 15 points

On-Line Participation, Activities, Discussion, Etc. 20 points

Philosophy Statement: Diversity/Family & Community 10 points

TOTAL POSSIBLE 100 POINTS

Grading Scale:

A= 89.5 - 100

B= 79.5 - 89.49

C= 69.5 - 79.49

D= 59.5 - 69.49

F = 59.49 and below

COURSE OUTLINE

(Class Schedule, subject to adjustment by Instructor; On-line classes/activities will be announced at least one week in advance)

Date Topic Reading Other Online

Assign. Assign. Assign.

Module 1:Definitions, Theory, Issues,

Current Status

Jan. 15 Course requirements & introduction; overview of course concepts and issues in individual, family, community, cultural, schooling factors influencing early childhood and resultant concerns for diversity, multiculturalism, interrelationships and impact on children, early childcare and education.

Jan. 22 Ecological perspective on growth/development. (www.unu.edu/unupress/unupbooks/uul3se/uul3se06.htm)

Jan. 29 Attachment, socialization, identity, enculturation Paper prop. and acculturation.

Module 2: Families' Effects

Feb. 5 Functions, forms, and types of families H: Chpts. 1,2,3

Feb. 12 European-American Families; African-
American Families

Feb. 19 Hispanic-American Families; Asian- H: Chpts.5, 4 Pres.
American Families; Native American 6, 7
And Arab-American Families

Feb. 26 Single-Parent Families (Teens, Divorce, Choice); H: Chpts.
Blended Families 10, 11, 12

Mar. 4 Gay & Lesbian Families, Families with H: Chpts.
Children with Special Needs; Grand- 13,14
Homeless Families, Immigrant Families

1319 515 Impact of Home, School, Community

Page 10

Date Topic Reading Other Online

Assign. Assign. Assign.

Mar. 11 SPRING BREAK

GRADUATE WRITING EXAM

IF YOU HAVE NOT YET TAKEN THIS YOU MUST DO SO; REGISTER WITH ENGLISH DEPARTMENT

Module 2: Child-caring and Schooling

Mar. 18 Statistics, quality vs quantity; structure of

Child care/school; types of programs;

Forms of research; current issues

Mar. 25 Child Care and Its Effects.

April 1 Child Care and Its Effects on Early Schooling Philosophy

Statement

April 8 Early Schooling and Its Effects

Module 3: Communities, Cultural, Global Issues

April 15 Communities: Definitions, forms/types, impact
studies

April 22 Summation of major issues/research needs Research
Paper

ASSESSING THE DEVELOPMENT OF THE YOUNG

CHILD

1319-577

UNIVERSITY OF THE DISTRICT OF COLUMBIA
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF EDUCATION

ECE 517: ASSESSING THE DEVELOPMENT OF THE
YOUNG CHILD

<http://udc.blackboard.com>

Office Hours: Tuesdays & Thursdays: 3-5PM

Others by Appointment

ONLINE OFFICE HOURS: to be arranged

Course Description

Studies current research relevant to the assessment of children and the use of informal and formal assessments for evaluating the development of children. Requires practicum; pre-requisite: ECED 505.

Rationale

Provides an in-depth, research-based knowledge of the rationale for and processes/methods and measures/instruments/tests for the assessment of young children's development and learning as well as social skills. Assessment of learning environments will also be included. This course posits that assessment of young children requires assessors/ teachers to be culturally sensitive and competent in order to optimally facilitate children's (and their families) learning and development—continuously as well as formal. This course meets standards of the certification requirements for early childhood education teachers in the District of Columbia Public Schools via the SPA National Association for the Education of Young Children, and for Advanced programs, specifically Standard 6: Observing, documenting, and assessing to support young children and their families, although other standards are also addressed. The course emphasizes theory and research and curriculum and assessment issues consistent with professional standards and emerging content standards associated with No Child Left Behind Legislation; emerging issues on assessment will be a continual focus. The course provides a basic understanding of the dynamics of early childhood development, specifically the factors which influence development, including family, community, and early childhood education experiences, and a structure for both analyzing early childhood programs/curriculum and for

promoting the implementation of best practice in assessment/evaluation.

Conceptual Framework

The conceptual framework of the Teacher Education and Related Programs is guided by the mission of the University to prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning. This evolving framework is performance-based and provides a rationale for the course work, field experiences, practices, study, assessment and ongoing professional development that students engage in during their tenure with the program. Significant to our teacher preparation program are four basic principles that are reflected as themes throughout the program: diversity, collaboration, reflection, and transformation. In addition, the conceptual framework for Early Childhood Education includes constructivism. The Teacher Education Program is committed to preparing distinguished educational professionals who possess the knowledge, skills, and dispositions needed to transform children, families, and schools in the 21st century.

ECED517: Assessing the Development of the Young Child

Textbooks:

NAEYC (2004). Spotlight on young children and assessment. Washington, DC:
National
Association for the Education of Young Children. (ISBN: 1928896170)

Wortham, S. (2005). Assessment in early childhood education. Columbus,
OH:
Merill/Prentice-Hall. (ISBN: 0-13163898X)

Course
Objectives:

OBJECTIVE

CONCEPTUAL
FRAMEWORK

T-
Transformation

C-Collaboration

D- Diversity

R- Reflection

INTASC
PRINCIPLE

1-10

SPA
STANDARD

INITIAL

ADVANCED

J. CRITERIA

RP=report/presentation

CAP= child assessment
project

IP=interview/staff
development plan

OP=onlineprojects/activity

RA=Reading Assignments

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

1. Determine
theoretical
and
research-
based
understanding of social,
cultural,
economic,
and family
factors
influencing
children's
development
and learning
and
congruent
assessment
thereof.

T, C, D, R

1, 2, 9

1, 4b

RP, DP, PA, OP, RA, DT

KSD

2.Cite
current
research
findings and
issues on
effects of
families,
schools, and
communities
on children's
development, behavior,
and learning
and the
implications
for early
childhood
education
and
educators
assessment
and
responsive
curricula/intervention.

C, R

1, 2,9

1,4b

RP, PA, DP, OP, DT, PS

S,D

Objectives (Student Competencies):

The student will be able to:

Knowledge

1. Determine theoretical and research-based understanding of social, cultural, economic, and family factors influencing children's development and learning and congruent assessment thereof.
2. Cite current research findings and issues on effects of families, schools, and communities on children's development, behavior, and learning and the implications for early childhood education and educators assessment and responsive curricula/intervention.
3. Cite responsive and sensitive approaches to working with children and families of diversity as well as to current and emerging research and political/social demands.
4. Analyze current and emerging issues and policies on assessment of young children.

ECED517: Assessing the Development of the Young Child

Skills

1. Apply research, theory, and philosophy to assessing young children, programs and initiatives as well as to developing programs.

2. Analyze, comprehend, articulate, and discuss factors influencing children's development, behavior and learning as well as own views and philosophies and the importance of assessment in these processes.

3. Design plans for culturally sensitive in-service training for staff, programs for parents, and the general public on assessment.

4. Utilize data to support views, contentions, and policy and practice of assessment.

5. Utilize various forms of assessment of young children and their environments to develop individualized plans.

Dispositions

1. Demonstrate a natural or learned disposition of empathy and understanding toward the care of and teaching of children and their families, particularly in urban settings.

2. Value diversity and its complexity and richness.

3. Illustrate belief in (accurate, current, relevant) scientific data/research as an expression of openness, analytic ability, and synthesis of complex knowledge.

Supplementary Reading/Resources Online (Additional Resources will be identified throughout the semester and/or will be listed on Black Board course site):

Online Communication/Support/Discussion:

<http://udc.blackboard.com>

Early Childhood Electronic Discussion Groups:

<http://ericeece.org/listserv.html>

Elementary and Early Childhood Educational Resources on the Internet
(Links):

<http://ericps.crc.uiuc.edu/eece/ed2link.html>

Early Childhood Education Government Statistics and Policy Links:

<http://www.lib.umich.edu/govdocs/early.html#stat.comp>

ECED517: Assessing the Development of the Young Child

Methods of Instruction

Lecture, discussion, and collaborative/cooperative and project methods will be used in classes and online; self-directed online learning and skills and communication will also be required as well as 10 hours of practicum experience.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of another that have been expressed in either oral or written form and expressing it, as one's own.

The first time that a student engages in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student engages in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the current course in which the second offense occurred shall award the grade of "W" for the course.

Policy on Writing Guidelines

Students will be provided a complete list of writing guidelines for form, structure, citation, etc. American Psychological

Association (APA) style is required for use by UDC. Online resources on APA style are:

<http://www.1dl.net/~bill/apatwo.htm>

(APA writing style guide; free)

<http://www.psychwww.com>

(links to APA style guides and help sheets)

Rubrics for assessing written projects and presentations will be distributed in class.

Policy on Attendance, Lateness and Cell Phones

Each absence in excess of one (unless a documented illness/family emergency) will automatically lower the student's final score by 1/2 grade (or 5 points). Tardiness, in excess of two of more than 15 minutes, will lower the final score by 2.5 points. Paper/assignments handed in late, without prior permission of the instructor or beyond

ECED517: Assessing the Development of the Young Child

time stipulated will have 10% of potential points subtracted for each late day. (It will be up to the student to fax, e-mail, or overnight express late assignments to the instructor.) Unless there is a specified emergency, all cell phones must be turned off during class.

Electronic Transfer of Assignments and Communications

Students who use e-mail, e-mail attachments, or fax to submit assignments or to inquire about specific issues related to the course must ask for a return reply of receipt. It is the students' responsibility to do so and/or to keep record of all assignments. (Most e-mail programs will have a record in the Sent or similar file, but this just indicates the date/time sent, not that it was received. Upon occasion even with correct address, transmittals are misdirected and/or sit in the provider's terminal.) The "drop box" through BlackBoard may also be used.

Course Requirements

4. Assignments:

d. On-line Participation, Discussion, Activities, and Self-

Assessment on Assessment Knowledge, Skills, and Dispositions: Students will participate in several classes conducted through .distance. via Black Board, with essential questions, web-searching, discussion groups, and learning activities, including self-reflection and assessment.

e. Child Observation, Work Sampling, Checklist Project: Students will select two students (unidentified by name), write background information, collect

selected .work products. in two subject areas or two developmental domains (by mid-semester, using the Work Sampling method), utilize multiple child observation checklists, and write a mid-semester .plan. and a final plan and evaluation of the experience.

f. Interview of Co-Teachers on Assessment Knowledge/Skills/Dispositions and Professional Development Plan: Students will develop a structured interview format, including a self-administered knowledge/attitudes toward assessment scale/measure, and interview 5 of their colleagues about their expectations, concerns/issues, and need for additional knowledge/experience with various forms of assessment; by the end of the semester, students will write a professional development plan based on this .data. for the group, including various forms of courses, online support, etc.

ECED517: Assessing the Development of the Young Child

Page 8

g. Presentations: Students will present their findings/assessment and outcomes as well as their reflections on the learning experience to the group; power-point, data summaries in charts/graphs, and web-based source list are encouraged.

Grading System

Assignment Maximum Points

Interviews/Plan 30 points

Child Observation/Work Sampling, Etc. Field Project 35 points

Presentations (2): Assessment Professional Devel. Plan;

Child Project 15 points

On-Line Participation, Activities, Discussion, Etc. 20 points

TOTAL POSSIBLE 100 POINTS

Grading Scale:

A= 89.5 - 100

B= 79.5 - 89.49

C= 69.5 - 79.49

D= 59.5 - 69.49

F = 59.49 and below

COURSE OUTLINE

(Class Schedule, subject to adjustment by Instructor; On-line classes/activities will be announced at least one week in advance)

Date Topic Reading Other
Online

Assign. Assign.
Assign.

Module 1:Definitions, Theory, Issues,

Current Status

Aug. 25 Course requirements & introduction; overview
of course concepts and issues in assessment/evaluation
of young children in early childcare and education.

Sept. 1 Overview of Assessment in Early Childhood W:Chpt.1

N: pg. 1-16

Sept. 8 How Infants, Toddlers, and Young Children W: Chpt. 2 Descrip

Should Be Assessed N: pg. 17 child(2)

Module 2:Informal Assessments

Sept. 15 Observation W: Chpt. 5

Sept. 22 Checklists, rating scales, rubrics W: Chpt. 6 Selection
Lists

Sept. 27 Teacher Designed Strategies W:Chpt. 7 Interview
Protocol

Oct. 6 Performance-based Strategies W:Chpt. 8

Module 3: Assessment Systems

Oct. 13 Portfolio Systems W: Chpt. 9 Mid-sem.
Assess.
Of child

Oct. 20 Work-Sampling

Oct. 27 Work Sampling Training

ECED517: Assessing the Development of the Young Child

Page 10

Module 4: Formal Assessment

Nov. 3 Standardized Tests W: Chpt. 3,4

Nov. 10 Environmental Tests/Measures

Module 5: Assessment Issues

Nov. 17 Communicating with parents and others W: Chpt. 10

Nov. 24 THANKSGIVING HOLIDAY

Dec. 1 Summary and emerging issues

INTRODUCTION TO EDUCATIONAL RESEARCH

1321-684

UNIVERSITY OF THE DISTRICT OF COLUMBIA

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF EDUCATION

#1321-684 INTRODUCTION TO RESEARCH IN EDUCATION

BLACKBOARD SUPPORT SERVICES & COMMUNICATION:

<http://udc.blackboard.com> (click Introduction. to Research)

TEXTBOOKCOMPANION WEBSITE:

<http://www.prenhall.com/bookbind/pubbooks/creswell>

Office Hours

COURSE INFORMATION

Course Description:

An introduction to research design and methods, utilizing online learning, with an emphasis on action research, appropriate to education issues and settings.

Rationale:

Provides a basic understanding of research goals, concepts, methods and design relevant to human development, education, and care and educational settings. Emphasizes doable research for teachers and administrators as well as critical consumption of basic and applied research.

Conceptual Framework

The conceptual framework of the Teacher Education and Related Programs is guided by the mission of the University to prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning. This evolving framework is performance-based and provides a rationale for the course work, field experiences, practices, study, assessment and ongoing professional development that students engage in during their tenure with the program. Significant to our teacher preparation program are four basic principles that are reflected as themes throughout the program: diversity, collaboration, reflection, and transformation. In addition, the conceptual framework

for Early Childhood Education includes constructivism. The Teacher Education Program is committed to preparing distinguished educational professionals who possess the knowledge, skills, and dispositions needed to transform children, families, and schools in the 21st century.

Course Objectives and Standards

OBJECTIVE

CONCEPTUAL FRAMEWORK

T-
Transformation

C-Collaboration

D- Diversity

R- Reflection

INTASC PRINCIPLE

1-10

SPA STANDARD

K. CRITERIA

RP=report/presentation

DP=diversity plan

PA= program analysis

OP=onlineprojects/activity

RA=Reading Assignments

DT=data retrieval/analysis

PS=Philosophy statement

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

7. Discuss

social, cultural, economic, and family factors influencing children's development and learning.

8. Cite current

research findings and issues on effects of families, schools, and communities on children's development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and sensitive approaches to working with children and families of diversity as well as to current and emerging research and political/social demands.

T, C, D, R

1, 2,9

1,4b

RP, DP, PA, OP, RA, DT

KSD

9. Apply

research,
theory, and
philosophy to
assessing
programs and
initiatives as
well as to
developing
programs.

10. Analyze,

comprehend,
articulate, and
discuss factors
influencing
children's

C, R

1, 2,9

1, 4b

RP, PA, DP, OP, DT, PS

S, D

development,
behavior and
learning as well
as own views
and philosophies.

11. Design

plans for
culturally
sensitive in-
service training
for staff,
programs for
parents, and the
general public.

12. Utilize

data to support
views,
contentions, and
policy and
practice.

1. Demonstrate a
natural or
learned
disposition of
empathy and
understanding
toward the care
of and teaching
of children and
their families
particularly in
urban settings.

9. Value diversity

and its
complexity and
richness.

Illustrate belief

in (accurate,
current, relevant)
scientific
data/research as a
expression of
openness,
analytic ability,
and synthesis of
complex
knowledge

3. Articulate and
defend one's own
personal
philosophy of
early childhood

T, D, R, C

1, 2, 3, 6, 9

1, 4, 5

PS, DP, OP

D

education in an
urban, multi
cultural
environment;

Goals (General):

7. Develop an understanding of the family, community, cultural and school factors which

contribute to variations in development, learning, and behavior of children/students, and,

in turn, how diversity impacts on working with children, families, institutions, and

communities.

8. Develop appreciation for the diversity of this country and its richness in contributing to the uniqueness of children.

9. Enhance ability to analyze, articulate and seek out new information/ideas on past and current research and thinking on the impact of family, community, and schooling and diversity as pertaining to early childhood education.

Objectives (Student Competencies):

The student will be able to:

Knowledge

1. Discuss social, cultural, economic, and family factors influencing children's development and learning.

2. Cite current research findings and issues on effects of families, schools, and communities on children's development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and sensitive approaches to working with children and families of diversity as well as to current and emerging research and political/social demands.

Skills

1. Apply research, theory, and philosophy to assessing programs and initiatives as well as to developing programs.

2. Analyze, comprehend, articulate, and discuss factors influencing children's development, behavior and learning as well as own views and philosophies.

3. Design plans for culturally sensitive in-service training for staff, programs for parents, and the general public.

4. Utilize data to support views, contentions, and policy and practice.

Dispositions

Textbook:

Creswell, J.W. (2002). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Pearson Education, Inc.
(ISBN #:0-13-097390-4)

Supplementary Reading/Resources Online (additional ones will be added during the semester):

Online Support/Discussion: <http://udc.blackboard.com> (username: first 4 letters of last name + last 4 digits of SS#; password: SS#; click on Introduction to Research)

What is Research?: <http://kancrn.kckps.k12.ks.us/guide/research.htm/>

QualitativeResearch:
<http://sociology.about.com/science/sociology/references/research/content/page>

Action Research: <http://www.scu.edu.au/schools/gcm/ar/arr/links.html>
(CLICK areol

for a FREE on-line course on action research)

Qualitative Research Prop. Ex.: <http://www.ecoguild.com/qualitative-proposal>.

Quantitative Research: 1) www.sportsci.org/resource/design.html

2) www.coe.uh.edu/coe_kiosk/elos/doctoral/source/outline_quan

Writing a Research Proposal: 1)
<http://www.geocities.com/Athens/3238/project.htm>

2) http://www.users.drew.edu/~sajamieso/research_proposal.html

3) http://www.health.uclarg.ca/bob/res_prop.htm

0319 604 Introduction to Research in Education

Page 3

Goals (General):

1. Demonstrate an understanding of research methods, designs, and current research issues.
2. Demonstrate skill in higher-order thinking, reasoning, problem solving, and writing/editing.
3. Enhance one's ability to analyze, articulate and seek out new information/ideas relevant to current research and thinking as pertaining to education.

Objectives (Student Competencies):

1. The student will demonstrate comprehension of the scientific process used in problem solving.

2. The student will develop an understanding of research terminology, methods, and designs.
3. The student will develop the ability to interpret basic statistical techniques.
4. The student will identify a question and develop a research plan to answer the question.
5. The student will interpret and critique research reports in the field of education using recent professional journals.
6. The student will develop fundamental skills in the use of computers to access data bases and to conduct on-line searches.

Methods of Instruction:

Lecture, discussion, and collaborative/cooperative and project methods will be used in classes and online; self-directed online learning and skills will also be encouraged.

COURSE POLICIES

Policy on Plagiarism:

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of another that have been expressed in either oral or written form and expressing it, as one's own.

0319 604 Introduction to Research in Education

The first time that a student engages in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student engages in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the current course in which the second offense occurred shall award the grade of "W" for the course.

Writing Guidelines:

Students will be provided a complete list of writing guidelines for form, structure, citation, etc. American Psychological Association (APA) style is required for use by UDC. A few of the available online resources on APA style are:

<http://www.1dl.net/~bill/apatwo.htm>

(APA writing style guide; free)

<http://www.psychwww.com>

(links to APA style guides and help sheets)

Attendance, Lateness and Participation:

Each absence in excess of one (unless a documented illness/family emergency) will automatically lower the student's final score by 1/2 grade (or 5 points). Tardiness, in excess of two of more than 15 minutes, will lower the final score by 2.5 points. Paper/assignments handed in late, without prior permission of the instructor or beyond time stipulated will have 10% of potential points subtracted for each late day. (It will be up to the student to fax, e-mail, deliver, or over-night express late assignments to the instructor.)

Cell Phones:

Unless there is a specified emergency pre-discussed with instructor, all cell phones must be turned off during class.

E-mail address and Computer Access:

If students do not already have an e-mail address, they are required to obtain one. There are various free services: Yahoo and Hotmail are just two examples. Students should check their e-mail frequently. Although students may not have a home computer, they should plan to access an internet-ready computer on a regular basis in order to check e-mail, do online activities, utilize Blackboard and the Companion Website for this course. There are computers available

0319 604 Introduction to Research in Education

Page 5

in the UDC library, Internet Café (Bldg. 52, 3rd floor), and other sites throughout the

University; public libraries also have internet-ready computers available.

Electronic Transfer of Assignments and Communications:

Students who use e-mail, e-mail attachments, or fax to submit assignments or to inquire about specific issues related to the course must ask for a return reply of receipt. It is the students' responsibility to do so and/or to keep record of all assignments. (Most e-mail programs will have a record in the Sent or similar file, but this just indicates the date/time sent, not that it was

received. Upon occasion even with correct address, transmittals are misdirected and/or sit in the provider's terminal.)

Inclement Weather:

We will be following the University policy in cancelling classes due to inclement weather. Call 202-274-5000 for information regarding University closings or late openings.

COURSE REQUIREMENTS

5. Assignments:

a. Online Course Discussion Groups and Case Study Assignments (10%)

Students will be randomly assigned to discussion groups of 3-4 students. Two (2) discussion questions will be posted on Blackboard in which students must participate within a week of the posted date.

b. Research Report Analysis/Critique (10%):

Students will choose a research report from a professional journal in their disciplines and critique it, using format distributed in class. The written critique will be approximately 3 type-written pages.

c. Data Collection (20%) or Development of Instrument (20%)

Students will collect data, using various techniques and instruments that will be distributed in class or that you have acquired from a reputable source. This will give you a chance to acquire a framework for study, interpretation, and data collection and analysis. Data will be presented in charts tables or other appropriate forms with a 2-3 page narrative interpretation/analysis.

OR

Students will develop an instrument for assessing students' assessment of the value of supplementary scholarship monies and/or for principals/employees of UDC Department of Education alumni to assess their views of competency or any other issue of interest.

0319 604 Introduction to Research in Education

Page 6

If you choose to explore an issue which is of interest to you, you must get my approval before starting.

c. Research Problem Statement (10%)

Students will select a research .problem. (a situation, problem, and issue) which

might actually be addressed/changed in one's work environment (e.g., changing a

schedule, method of doing group time, meeting formats). They will discuss why this is

a .problem, . to self, to others and the extent to which this may be a problem beyond the

situation/setting and what the research question/hypotheses is. Guidelines will be

distributed in class; resources are available online. This problem statement will be the

basis for the research proposal.

d. Proposal (30%)

Students will be assigned to a .learning. team, who will provide feedback about research ideas and critique written plans. However, individual students will submit a problem and plan (proposal), with five (5) or more research report citations to provide

support for plan or importance of the problem, as well as other professional references on incidence, magnitude, etc. of the problem/issue. Specific guidelines for the problem and plan will be handed out in class by the third week; online resources are available.

e. Tests (20%)

There will be two multiple choice, true/false, fill in the blank and short answer exams, each worth 10 points; the tests are not cumulative.

Grading System

Assignment Maximum Points

Online Discussion Questions & Case/Problems 10 points

Research Report Critique 10 points

Data Collection or Questionnaire Development 20 points

Problem Statement 10 points

Research Proposal 30 points

Tests 20 points

TOTAL POSSIBLE 100 POINTS

Grading Scale: A= 90 - 100, B=80- 89, C=70- 79, D = 60-69, F = 59 and below

COURSE OUTLINE

(Class Schedule: Subject to Adjustment by Instructor)

Date Topic Reading Other Online

Assign. Assign. Assign.

Module 1

Aug. 24 Course requirements & introduction; overview
of research and becoming a researcher

Aug. 31

Sept. 7 Using/conceptualizing and critiquing research Chpts. 1,2

Sept. 14 Process of Research Chpts.3,4,10 .

Sept. 21 Process of Research Disc.

Quest.

Sept. 28 PRESIDENTS' DAY HOLIDAY

Module 2

Oct. 5 Qualitative Research Chpts. 14,15, Critique

Oct. 12 Qualitative Research Data Coll.

Project or

Questionnaire

Oct. 17 SPRING BREAK (through Mar. 16)

Oct. 24 Qualitative Research Chpts. 7,9 Disc.

Quest.

Module 3

Oct. 31 Quantitative Research Chpts. 11,12,13 Test I

(1 hr.)

March 31 Quantitative Research Problem

Statement

April 7 Quantitative Research Chpts. 6,9

April 14 Quantitative Research

0319 604 Introduction to Research in Education

Page 8

Module 4

April 21 Mixed Designs Chpt.17, 18 Test II

(1 hr.)

April 28 Communicating about research Proposal

May FINALS

PSYCHOLOGY OF EXCEPTIONAL CHILDREN OR
SURVEY OF EXCEPTIONAL CHILDREN

ISSUES IN EARLY CHILDHOOD EDUCATION

1319-

(REQUIRED CAPSTONE COURSE WITH PROJECT)

OPTION COURSES

OPTION: EMERGENT EDUCATOR

CURRICULUM AND METHODS FOR TEACHNG
LANGUAGE IN ECE

1319-506

UNIVERSITY OF THE DISTRICT OF COLUMBIA

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF EDUCATION

Graduate Early Childhood Leadership and Administration Program

1319-505-01

CHILD DEVELOPMENT THEORIES IN EARLY CHILDHOOD EDUCATION

Prerequisite: Graduate Status

Office Hours: Tuesday and Thursday - 3-4 p.m.

Other - By Appointment

Course Description

Examination and discussion of developmental concepts and theory and the implications for and application to early childhood education for children from birth through early childhood (8 years). Emphasizes intellectual, emotional, social, physical and moral development in the implementation of developmentally appropriate programs for children of diverse populations and play as a vehicle for learning and development.

Rationale

This course meets certification requirements for early childhood education and elementary education teachers in the District of Columbia Public Schools. The course emphasizes theory and curriculum consistent with national and local content standards, and instructional strategies supported by current research. It provides a basic understanding of the dynamics of child development, the factors which influence development, including early childhood education experiences, and a structure for both analyzing early childhood programs/curriculum and for promoting the implementation of best practice.

Textbook

Crain, William (2001). Theories of development: Concepts and applications. Englewood Cliffs, NJ: Prentice Hall, Inc.

Additional assigned readings to be announced.

Goals (General)

3. Demonstrate an understanding of various theories of how children, both typical and atypical, grow and develop from birth through eight years of age.
4. Demonstrate an understanding of the influence of various theories of development on early childhood education practice.

3. Demonstrate skill in higher-order thinking, reasoning, problem solving, and writing/editing

5. Demonstrate ability to analyze, articulate and seek out new information/ideas relate

to current research and philosophies/curricula in early childhood education.

Objectives (Student Competencies)

The student will be able to:

1. Define and critique current research findings, theories, concepts and terminology related

to child growth and development;

2. Analyze and critique current problems, issues and trends in early childhood education related to the growth and development of young children;

3. Articulate and defend one's own personal philosophy of early childhood education in an urban, multi cultural environment;

4. Enhance group process and metacognition skills, in addition to those of self, in writing and editing.

7. Utilize out information using a variety of sources, including the Internet.

Methods of Instruction

Lecture, discussion, and cooperative learning and project methods will be the primary modes of instruction.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work, i.e., ...without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of

another that have been expressed in either oral or written form and expressing them as one's own.

The first time that a student has been found to engage in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student has been found to have engaged in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the current course in which the second offense occurred shall award the grade of "W" for the course.

Policy on Lateness: Attendance and Assignments

Course Requirements

Papers/Projects/Presentations

1. Developmental Theory/Theorist and Educational Theory/Theorist Reports:

1310 505-01 Child Development Theories

Two (2) reports written and verbal reports on developmental theory/theorists and educational theory/theorists will be required. Students will be randomly assigned to two teams of two or

three student collaborators. The written report (2-3 pages: background/history of theory/theorist; current status and use; issues and controversy/acceptance; minimum of 3 references, not including text) must be written by both and will receive the same grade to both collaborators; the verbal report (not more than 5 minutes each) must be divided between the two collaborators and will be graded individually. The verbal report should not be a reading of the written report but instead include: a) a handout guide; b) example activities/lessons; c) audio-visual aids; d) research study on approach/theory.

Theory/Theorists

Erikson: _____ & _____

Piaget: _____ & _____

Vygotsky: _____ & _____

Inform. Proc.: _____ & _____

Brain Dev/: _____ & _____

Ed. Theorists/Approaches

Direct Inst.: _____ & _____

Montessori: _____ & _____

Reggio Emilia: _____ & _____

Project Approach: _____ & _____

Multiple Intell.: _____ & _____

3. Abstracts of Articles on Child Development Research, Theory or Issue

Select two articles addressing a current (1995-present) problem, issue or trend relevant to the growth and development of the child from birth through age eight. Write abstracts of the article and submit them by _____.

1310 505-01 Child Development Theories

Page 5

3. Program Analysis and Paper (Description and Conclusion):

General Information: By the second class, students will inform the instructor of choice of site for program to analyze for this paper. Students must contact the director/principal of the

program, making arrangements for both observation time (a minimum of 3 hours) and an appointment to discuss with the director or other supervisory staff the goals/objectives, teachers' and children's roles, philosophy, and processes (e.g., teaching/learning; evaluation; parent involvement) of the program. Also, students should request any written materials that may be available about the program. Students must prepare for the observation and interview by reformulating the following outline into both an observation process/checklist and/or series of questions for the administrator.

Specific Information: The following general outline should be used:

I. Description of Center/Class/Program

A. Background information: Name of center, ages served, number of children, number of programs, source of funding, form of center (full day vs. part-day), number of teachers,

qualifications of teachers, any special issues/focus, etc.

B. Goals and objectives: What are the goals and objectives of the program? How are they described? Are they immediate, short- or long-term?

C. Principal components and procedures: What are the most characteristic features of the operation of the program?

1. What main kinds of materials and equipment are used in the program?

3. How is time used in the program? E.g., Large/small blocks? Specific activities/areas or

play times?

3. How is space used in the program?

4. What are the main sources for structuring the children's activities that are supposed to contribute most toward the achievement of program objectives?

5. What provisions are made for individual differences in experiential backgrounds, developmental levels, and learning styles among children?

8. How do adults interact with children? How do children interact with one another?

9. What is the overall role of adults in the program/curriculum?

E. What are the beliefs about child development and learning?

A. What is human development?

B. Under what conditions can development be (best) fostered or facilitated?

G. How do children (best) learn?

H.

E. What outcomes (effects) would be anticipated for the children enrolled in observed Program.

II.

1310 505-01 Child Development Theories

Page 6

II. Conclusion on theory base: What theory or combination of theories do you think that best explain this program? Provide examples of evidence from what you observed, read, and/or

heard (and whether these sources of data were consistent)? If this is an eclectic program, with no clear theory base, what changes would the center/curriculum/program have to make to be consistent with one theory (choose theory)? What are disadvantages and advantages or an eclectic program/curriculum (or very consistent theory-based program)?

(Utilize the Guidelines for Writing and Editing papers that will be distributed to you. Your draft will be edited and signed by two classmates and returned to you for modifications, if needed. Resubmit with corrections to the editors for their final approval and signature. Your final copy will be submitted along with the draft(s).)

4. Resource Kit

Develop an annotated bibliography and resource list relevant to either the developmental theorist/theory or educational theorist/approach you prepared your report on. Organize the entries by subtitles such as: articles; curriculum materials; websites; videos/films; evaluation/research materials; organizations; school/center sites in DC area; etc.

Grading System

Assignment Maximum Points

1. Report on theorists (2 @ 15 pts. each) 30
2. Abstracts of two (2) child development articles 20
4. Program Analysis: Theory Base

Draft(s) reviewed by two editors.....10

Final Copy.....25

5. Annotated Resource List.....15

Total100 points

A= 89.5 -100 B= 79.5-98.49

C= 69.5-70.49 D=59.5-69.49

E/F=69.48 and below*

(*Pluses and minuses may be used for greater descrimination)

1310 505-01 Child Development Theories

Page 7

Attendance

Absences in excess of two will automatically lower the student's final score by one grade.

Tardiness, in excess of two, will lower the final score by 2.5 points.

COURSE OUTLINE

(Class Schedule)

Date	Topic	Reading	Assignment	Other
------	-------	---------	------------	-------

Feb. 1	Course requirements & introduction; overview			
	of child development concepts and theories			

Feb. 8	Current early care/education issues: e.g., DAP Chtp. 18			
	Direct instruction, Multiple Intelligences			

Feb. 15	Cultural Training/Behaviorist Theories of Chpts. 8, 9			
	Growth/Learning			

Feb. 22 Pavlov, Skinner, Watson, Bandura + ed. Article/

Theories of Engleman Abstract

Due

Feb. 29 Program models and approaches

Mar. 7 BREAK/no class

Mar. 14 Cognitive Developmental/Interactional Theories Chpts. 6, 10

Of Development

Mar. 21 Piaget, Vygotsky, Brunner, + ed. Theory of Chpt. 4 2 Reports
Montessori, Reggio Emilia and project approach

Mar. 28 Program models and approaches 3 Reports

Apr. 4 Maturational/Socialization theories of development Chpts. 2, 11,
12, 13

www.ship.edu/~

[cgboervee/](#)

[perscontents.htm/](#)

Apr. 11 Freud, Erikson, Piaget + ed. philosophies such as 1 Report

play-based

Apr. 18 Program models and approaches 2 Reports

(draft of

paper submitted

to editors)

1310 505-01 Child Development Theories

Page 8

Date Topic Reading
Assignment Other

Apr. 25 Emerging Theories: Information-Processing, Brain 2 Reports
Development/Neuroscience

May 2 Program models and approaches Epilogue Paper

Due

(LAST DAY OF CLASSES)

(FINALS: MAY 5-11)

(GRADES DUE: MAY 15)

RECOMMENDED WEBSITES

CONSTRUCTIVISM:

<http://carbon.cudenver.edu/~mryder/itc>

EMERGING THEORIES:

<http://www.brainconnection.com>

RECOMMENDED BOOKS

Leong, D. (1995). *Tools of the Mind: A Vygotskian Approach to Early Childhood Education*. Prentice-Hall.

CURRICULUM AND METHODS FOR
TEACHING MATH, SCIENCE, AND TECHNOLOGY
IN ECE

1319-506

UNIVERSITY OF THE DISTRICT OF COLUMBIA

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF EDUCATION

ECED 1319-506: CURRICULUM & METHODS FOR
TEACHING MATH, SCIENCE, TECHNOLOGY IN EARLY
CHILDHOOD EDUCATION

<http://udc.blackboard.com/courses/ECED 506>
[http://wps.prenhall.com/chet_burris_understand_1/0,9091,1326999-
main,00.html](http://wps.prenhall.com/chet_burris_understand_1/0,9091,1326999-main,00.html)

Spring Semester 2005

OFFICE HOURS: Tuesdays: 3-5:30 PM

Thursdays: 3-5:30 PM

Others by Appointment

ONLINE OFFICE HOURS: to be arranged

1319 506: Curriculum and Methods for Teaching Math, Science, Technology
in Early
Childhood Education

Page 2

Course Description

Presents examination and application of current research in young children's learning of societal changes related to, and designing/assessment of learning activities and experiences in mathematics, science, and technology. Prereq. ECED 505. Field work required.

Text(s): Burris, A. C. (2004). *Understanding the Math You Teach: Content and Methods for Pre-Kindergarten Through Grade 4*. Prentice Hall.

Harlan, J.D., & Rivkin, M.S. (2004). *Science Experiences for the Early Childhood Years: An Integrated Affective Approach*. Prentice Hall.

Rationale

The purpose of this course is to enable students to gain the competence they need to help young children be listeners, speakers, readers, writers, thinkers, researchers, and explorers through developmentally appropriate experiences in content areas. Learning experiences will emphasize the mathematics, science, and technology experiences in the DC Public Schools Standards Documents, emerging standards for four-year-olds, as well as research-based methods and curricula. Students will dialog about current issues in curriculum (e.g., direct instruction vs. discovery) and theories of development/curricula. Through a performance-based approach, students will demonstrate methods that enable young children to gain knowledge, skills, and dispositions essential to achieving

standards as well as problem-solving and creative approaches.

Conceptual Framework

The conceptual framework of the Teacher Education and Related Programs is guided by the mission of the University to prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning. This evolving framework is performance-based and provides a rationale for the course work, field experiences, practices, study, assessment and ongoing professional development that students engage in during their tenure with the program. Significant to our teacher preparation program are four basic principles that are reflected as themes throughout the program: diversity, collaboration, reflection, and transformation. In addition, the conceptual framework for Early Childhood Education includes constructivism. The Teacher Education Program is committed to preparing distinguished educational professionals who possess the knowledge, skills, and dispositions needed to transform children, families, and schools in the 21st century.

OBJECTIVE

CONCEPTUAL
FRAMEWORK

T-
Transformation

C-Collaboration

D- Diversity

R- Reflection

INTASC
PRINCIPLE

1-10

SPA
STANDARD

L. CRITERIA

RP=report/presentation

PA= program analysis

OP=online projects/activity

RA=Reading Assignments

DT=data retrieval/analysis

PS=Philosophy statement

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

Initial

Adv.

10. Discuss

social, cultural,
economic, and
family factors
influencing
children's math,
science, and
technology
concept/skill
development and
learning.

11. Cite current

research
findings and
issues on effects
of families,
schools, and
communities on
children's math,
science, and
technology
concept/skill
development,
behavior, and
learning and the
implications for
early childhood
education and
educators.

3. Determine
responsive and
research-based
approaches to
working with
children and
families of
diversity on
math, science,

T, C, D, R

1, 2, 9

1, 4b

RP, DP, PA, OP, RA, DT

KSD

and technology
knowledge,
skills, and
dispositons.

13. Apply

research,
theory, and
philosophy to
assessing
programs and
initiatives as
well as to
developing
programs/curricula on math,
science, and
technology
education.

14. Analyze,

comprehend,
articulate, and
discuss factors
influencing
children's
development,
behavior and
learning as well
as own views
and philosophies
on curricula for
math, science,
and technology
development/education.

15. Design

plans for
culturally

sensitive
programs for
parents on young
children's math,
science, and
technology
development

.

5. Develop
and
implement
curricula
modules for

C, R

1, 2, 9

1, 4b

RP, PA, DP, OP, DT, PS

S, D

math,
science, and
technology
education
with young
children.

6. Utilize

data to support
views,
contentions, and
policy and
practice.

DISPOSITIONS

1. Demonstrate a
natural or
learned
disposition of
empathy and
understanding
toward the care
of and teaching
of children and
their families
particularly in
urban settings.

12. Value
diversity

and its
complexity and
richness.

Illustrate belief
in (accurate,
current, relevant)
scientific
data/research as a
expression of
openness,
analytic ability,
and synthesis of
complex
knowledge

3. Articulate and defend one's own personal philosophy of mathematics, science, and technology education in early childhood education in an urban, multi cultural

T, D, R, C

1, 2, 3, 6, 9

1, 4, 5

PS, DP, OP

D

environment;

1319 506: Curriculum and Methods for Mathematics, Science, and Technology
in
Early Childhood Education

Page 6

Specific OBJECTIVES

The student will:

1. Identify the concepts children are developing in math and science
2. Understand the commonalities between math and science
3. Know about variations in individual and cultural learning styles and the need for curriculum integration
4. Plan and implement experiences for children to engage in play and teacher-directed activities that incorporate math and science
5. Demonstrate understanding through planning appropriate experiences for children that support the development of the specific child outcomes in five areas: 1) Number and Operations, 2) Geometry and Spatial Sense, 3) Patterns and Measurement, 4) Scientific Skills and Methods, and 5) Scientific knowledge
6. Utilize computer technology as one modality of teaching with two groups of children and non-computer activities, comparing/contrasting effectiveness.
7. Demonstrate appropriate individual child assessment methods in math and science learning
8. Use documentation to enhance parents' understanding of how a young child learns mathematical skills and knowledge

RECOMMENDED WEBPAGES

GENERAL

Early Childhood Electronic Discussion Groups:

<http://ericeece.org/listserv.html>

Elementary and Early Childhood Educational Resources on the Internet
(Links):

<http://ericps.crc.uiuc.edu/eece/ed2link.html>

1319 510: Curriculum and Methods for Teaching Mathematics, Science, and
Technology in Early Childhood Education

Page 7

Early Childhood Center Links:

http://www.education-world.com/early_childhood/

Education Place:

<http://www.eduplace.com/rdg/index.html>

SPECIFIC

Technology

Developmentally appropriate uses of the Internet for young children:

<http://www.2cyberlinks.com/dap.html>

Tech-nology

http://www.teach-nology.com/teachers/early_education/curriculum/

Integration

Learning and teaching in the preschool: Mathematics and science:

<http://www.pbs.org/teachersource/prek2/issues/303issue.shtm>

Dialog on early childhood science, math, and technology

<http://www.project2061.org/tools/earlychild/default.htm>

Early childhood curriculum content

<http://home.sprintmail.com/~peggyriehl/prcurrcont.htm>

A. Center for best practices in early childhood education

<http://www.wiu.edu/thecenter/products.html>

B. Early childhood math, science, and technology

http://www.sharingsuccess.org/code/e1/ec_mst.html

C. Collection of assessment (classroom-based) strategies

http://www.educ.state.ak.us/tls/frameworks/mathsci/ms5_2as1.htm

The Issues: The Internet and the Early Childhood Classroom

<http://www.pbs.org/teachersource/prek2/issues/403issue.shtm>

1319 510: Curriculum and Methods for Teaching Mathematics, Science, and Technology in Early Childhood Education

Page 8

Methods of Instruction

Lecture, discussion, and collaborative/cooperative and project methods will be used in classes and online; self-directed online learning and skills as well as communication will also be encouraged.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of another that have been expressed in either oral or written form and expressing it, as one's

own.

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Policy on Writing Guidelines

Students will be provided a complete list of writing guidelines for form, structure, citation, etc. American Psychological Association (APA) style is required for use by UDC. Online resources on APA style are:

<http://www.1dl.net/~bill/apatwo.htm>

(APA writing style guide; free)

<http://www.psychwww.com>

(links to APA style guides and help sheets)

Policy on Attendance and Lateness

Each absence in excess of one (unless a documented illness/family emergency) will automatically lower the student's final score by 1/2 grade (or 5 points). Tardiness, in excess of two of more than 15 minutes, will lower the final score by 2.5 points. Paper/assignments handed in late, without prior permission of the instructor or beyond time stipulated will have 10% of potential points subtracted for each late day. (It will be up to the student to fax, e-mail, or overnight express late assignments to the instructor.)

1319-506: Curriculum and Methods for Teaching Mathematics, Science, and Technology in Early Childhood Education

Page 9

Cell Phones:

Unless there is a specified emergency pre-discussed with instructor, all cell phones must be turned off during class.

E-mail address and Computer Access:

If students do not already have an e-mail address, they are required to obtain one. There are various free services: Yahoo and Hotmail are just two examples. (The staff in UDC's Writing Lab can assist students in setting up an e-mail address.) Students should check their e-mail frequently. Although students may not have a home computer, they should plan to access an internet-ready computer on a regular basis in order to check e-mail, do online activities, utilize Blackboard and the Companion Website for this course. There

are computers available in the UDC library, Internet Café (Bldg. 52, 3rd floor), and other sites throughout the University; public libraries also have internet-ready computers available.

Electronic Transfer of Assignments and Communications:

Students who use e-mail, e-mail attachments, or fax to submit assignments or to inquire about specific issues related to the course must ask for a return reply of receipt. It is the

students' responsibility to do so and/or to keep record of all assignments. (Most e-mail programs will have a record in the Sent or similar file, but this just indicates the date/time sent, not that it was received. Upon occasion even with correct address, transmittals are misdirected and/or sit in the provider's terminal.)

Inclement Weather:

We will be following the University policy in canceling classes due to inclement weather.

Call 202-274-5000 for information regarding University closings or late openings.

Course Assignments and Evaluation

6. Assignments:

a. Research Paper: students select a topic/issue related to the course objectives and write a 5-7 page paper covering the issues/research and current state of

knowledge/policy and/or application. (Examples: Effects of Computer Technology and Learning in Young Children; Early Math and Science: Content Vs. Process; Developmental Appropriateness and Standards: Compatible?)

1319 506: Curriculum and Methods for Teaching Mathematics, Science, and Technology in Early Childhood Education

Page 10

b. Lesson Plans and Assessment Rubrics: Using concepts of developmental appropriateness, students are required to develop 5 lesson plans for integrated mathematics and science for each grade level (pre-k, k, 1st, 2nd, 3rd). DCPS standards must be used. A rubric must also be developed for assessment. (Activity/lesson plans, rubrics will be added to LiveText portfolio.)

c. Classroom Observation: Students will observe in two different classrooms (5 hours total) of same age/grade level and use .critical. incident or .episode. recording of any math/science experiences/activities (teaching/learning), comparing/contrasting the two and drawing conclusions for recommendations in achieving standards.

d. Teaching/Learning Modules: Students will engage in one selected teaching/learning experience in field site, which must be videotaped. This module will be done with one of the age/grade levels above and with the theory base/plan created. Students will self-evaluate/reflect, as well colleagues and the instructor. (Video with voice over analysis will be added to the LiveText portfolio.)

d. Technology in Classrooms Project: Students will develop an extensive

computer/internet project for the selected age/grade over the course of the semester. This project can take several forms but must include a) Unit Portfolio:

students will engage in a multi-parted computer/internet project which will result in a .unit. for the age/grade they choose and with the theory base explored in other assignments, achieving DCPS standards, and including the following: unit plan, links to at least 5 age/standards appropriate sites for students, child-created website, child-created multimedia presentation, child publications, parent (newsletter) publication, and support materials for teacher supports. (This project will follow the Intel manual's activities which candidates, beyond the first two

sections, will complete on their own.) A proposal for the project will be due on January 25, 2005; the final unit is due on April 26, 2004 with the demonstration to the class.

2. Participation/Reflection: Students, in addition to attendance, are expected to participate fully and actively in each class (including online) session: raising issues, asking questions, critiquing readings, responding with examples from their own experiences as applying theory to situations.

Grading System

Assignment Maximum Points

Research Paper 20 points

Lesson Plans 20 points

Learning/Teaching Modules 20 points

Project 40 points

TOTAL POSSIBLE 100
POINTS

Grading Scale:

A= 89.5 - 100

B= 79.5 - 89.49

C= 69.5 - 79.49

D= 59.5 - 69.49

F = 59.49 and below

1319 506: Curriculum and Methods for Teaching Mathematics, Science, and
Technology in Early Childhood Education

Page 12

COURSE OUTLINE

(Class Schedule, subject to adjustment by Instructor)

Date Topic Reading Other
Online Assign. Assign.
Assign.

Jan. 18 Course requirements & introduction; overview
of course concepts and issues in teaching and
learning of mathematics, science, and
technology in P-3.

Jan. 25 Overview of development in preK-3rd grade years & Unit
implications for learning/teaching, with society's/ Plan
school's expectations for preK-3rd grade year; sources Proposal
of curricula.

Feb. 1 Theory and concept development

Feb. 8 Intel Training (computer lab: Bldg. ____,
room ____)

Feb. 15 Intel Training (computer lab: Bldg. ____,
room ____)

Feb. 22 Mathematics, Science, and Technology:

Learning:

Mar. 1 Development of mathematics concepts

Mar. 8 Teaching mathematics concepts: basic
principles

Mar. 15 SPRING BREAK

Mar. 23 Teaching mathematics: assessment and planning

1319 510: Curriculum and Methods for Teaching Physical Education, Health,
and
Safety in Early Childhood Education

Page 12

Date Topic Reading Other
Outline

Assign. Assign.

Mar. 30 Development of science concepts

Apr. 5 Teaching science concepts: basic
principles

Apr. 12 Integrated approaches

Apr. 19 Technology skills and applications

Apr. 26 Unit Presentations

(computer lab: Bldg. _____,
room _____)

Lesson Plan Format

Student Name:

Subject Area:

Length of Lesson: (The amount of time needed for completion of the lesson.)

Content Standard: (Written just as listed in Standards Guide)

Performance Standard (Performance Objective) (Exactly what the student will be able to do.)

Materials Needed: (Everything needed to carry out the lesson.)

Procedure: (This includes exactly what takes place in a step by step format, i.e., warm-up activity, statement of the objective, the new material that is to be presented, directions for student practice and evaluation, how the lesson will end, and any directions for homework, etc.)

Student Participation/Learning Activities: (The activities students will be engaged in make sure there are activities geared to each student level. Also vary the type of learning activities based on student learning styles.)

Evaluation (Assessment) (How will the students be assessed to determine if they have mastered the performance objective? What type of instrument will be used? Will there be degrees of mastery?, etc.)

Follow-up: (What activities or lesson will follow to reinforce the concepts taught in the lesson, or additional information and practice needed for students having difficulty with the lesson.)

Adaptions: (Adaptions for selected special needs children.)

Computer Technology:

Rubric:

CURRICULUM AND METHODS OF
TEACHING SOCIAL SCIENCES, HEALTH, AND
PHYSICAL EDUCATION IN ECE

1319-510

UNIVERSITY OF THE DISTRICT OF COLUMBIA
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF EDUCATION

ECED 1319-510: CURRICULUM & METHODS FOR
TEACHING PHYSICAL EDUCATION, HEALTH
AND SAFETY IN EARLY CHILDHOOD EDUCATION
<http://udc.blackboard.com/courses/ECED510>
<http://www.prenhall.com/swiniarski>

Autumn Semester 2002

OFFICE HOURS: Wednesdays: 3-5 PM

Thursdays: 3-5 PM

Others by Appointment

ONLINE OFFICE HOURS: to be arranged

1319 510: Curriculum and Methods for Teaching Physical Education, Health,
and

Safety in Early Childhood Education

Page 2

Course Description

Presents examination and application of current research in designing learning activities and experiences in social studies, physical education, health, and safety. Prereq. ECED 505.

Rationale

The purpose of this course is to enable students to gain the competence they need to help young children be listeners, speakers, readers, writers, thinkers, researchers, and explorers through developmentally appropriate experiences. Learning experiences will emphasize the social studies and health, physical education, and safety experiences in the DC Public Schools Standards Documents as well as methods and curricula. Students will dialog about current issues in curriculum (e.g., direct instruction vs. discovery) and theories of development/curricula. Through a performance-based approach, students will demonstrate methods that enable young children to gain knowledge, skills, and

dispositions framed by early childhood social studies and health topics/themes: self and others (pre-k); families (kindergarten); 1st grade (neighborhoods); 2nd grade (communities); 3rd grade (Washington, DC and other cities).

Conceptual Framework

The conceptual framework of the Teacher Education and Related Programs is guided by the mission of the University to prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning. This evolving framework is performance-based and provides a rationale for the course work, field experiences, practices, study, assessment and ongoing professional development that students engage in during their tenure with the program. Significant to our teacher preparation program are four basic principles that are reflected as themes throughout the program: diversity, collaboration, reflection, and transformation. In addition, the conceptual framework for Early Childhood Education includes constructivism. The Teacher Education Program is committed to preparing distinguished educational professionals who possess the knowledge, skills, and dispositions needed to transform children, families, and schools in the 21st century.

OBJECTIVE

CONCEPTURAL
FRAMEWORK

T-
Transformation

C-Collaboration

D- Diversity

R- Reflection

INTASC
PRINCIPLE

1-10

SPA
STANDARD

M. CRITERIA

RP=report/presentation

DP=diversity plan

PA= program analysis

OP=onlineprojects/activity

RA=Reading Assignments

DT=data retrieval/analysis

PS=Philosophy statement

OUTCOMES

K-Knowledge

S- Skills

D- Dispositions

13. Discuss

social, cultural,
economic, and
family factors

influencing
children's
physical
development and
learning.

14. Cite current

T, C, D, R

1, 2, 9

1, 4b

RP, DP, PA, OP, RA, DT

KSD

research findings and issues on effects of families, schools, and communities on children's physical development, behavior, and learning and the implications for early childhood education and educators.

3. Determine responsive and research-based approaches to working with children and families of diversity on physical development, health, and safety.

16. Apply

research, theory, and philosophy to assessing programs and initiatives as well as to developing programs/curricula on health, safety, and physical education.

17. Analyze,

comprehend,
articulate, and
discuss factors
influencing
children's
development,
behavior and
learning as well
as own views
and philosophies

C, R

1, 2, 9

1, 4b

RP, PA, DP, OP, DT, PS

S, D

on curricula for
health, safety,
and physical
development/education.

18. Design

plans for
culturally
sensitive
programs for
parents on young
children's
physical
development,
health, safety.

5. Develop and
implement
curricula
modules for
health, safety,
and physical
education with
young children.

19. Utilize

data to support
views,
contentions, and
policy and
practice.

DISPOSITIONS

1. Demonstrate a
natural or
learned
disposition of
empathy and
understanding
toward the care
of and teaching
of children and
their families

particularly in
urban settings.

15. Value
diversity

and its
complexity and
richness.

Illustrate belief
in (accurate,
current, relevant)
scientific

T, D, R, C

1, 2, 3, 6, 9

1, 4, 5

PS, DP, OP

D

data/research as a
expression of
openness,
analytic ability,
and synthesis of
complex
knowledge

3. Articulate and
defend one's own
personal
philosophy of
health, safety,
and physical
education in
early childhood
education in an
urban, multi
cultural
environment;

1319 510: Curriculum and Methods for Physical Education, Health, and
Safety in
Early Childhood Education

Page 6

Early Childhood Electronic Discussion Groups:

<http://ericeece.org/listserv.html>

Elementary and Early Childhood Educational Resources on the Internet
(Links):

<http://ericps.crc.uiuc.edu/eece/ed2link.html>

Early Childhood Center Links:

http://www.education-world.com/early_childhood/

Education Place:

<http://www.eduplace.com/rdg/index.html>

Searches on the Web:

Google (<http://www.google.com>) is an excellent web-crawler, especially for education topics. Some appropriate course terms are: early childhood education; early childhood lessons; early childhood physical activities; early childhood social studies; early childhood activities.

Goals (General):

1. Understand and critique the various sources of early childhood curriculum.
2. Develop curricula concepts based on theory.
3. Understand and apply developmental principles to children's learning and teaching of children in early childhood settings (p-3).
4. Plan for social studies, health, safety, and physical development and associated experiences for p-3 children.
5. Determine various ways to increase learning for diversity of students in inclusive settings.
6. Assess children's learning and derive implications for teaching.
7. Critique the use of computer technology in teaching and learning.

Objectives (Student Competencies):

1. Define social studies, physical education, health and safety education and examine the inter-relatedness among various components of each area.
2. Examine and discuss social development, physical and health development and issues.
3. Determine factors that influence social development and health/physical development.

1319 510: Curriculum and Methods for Teaching Physical Education, Health, and Safety in Early Childhood Education

4. Utilize various theories of development to analyze and hypothesize social and health outcomes for children.

5. Use various methods/techniques related to theories/philosophies of education of young

children to plan, conduct, and evaluate lessons/activities for diverse learners.

Essential Questions

1. Why do children learn? How do they learn? How do age, individual factors, and disabilities influence children's learning?
2. What do children need to learn? How do determine that? Who determines?
3. When do children need to learn? How do determine that? Who determines?
4. When and how do other children and adults influence learning?
5. What are the most effective means of learning for (most) children? How do we know?

Methods of Instruction

Lecture, discussion, and collaborative/cooperative and project methods will be used in classes and online; self-directed online learning and skills as well as communication will also be encouraged.

Policy on Plagiarism

Specifically, in writing, plagiarism consists of taking a passage verbatim or doing close paraphrase of a passage as one's own work without appropriately citing the author, source, and page(s). Moreover, plagiarism also consists of taking the thoughts or ideas of another that have been expressed in either oral or written form and expressing it, as one's own.

The first time that a student engages in plagiarism for any assignment in a given course, the professor shall award a grade of zero for that particular assignment.

The second time that the same student engages in plagiarism for any assignment in the same course, or in any previous course for which a grade has been awarded, the professor(s), of the current course in which the second offense occurred shall award the grade of "W" for the course.

Policy on Writing Guidelines

Students will be provided a complete list of writing guidelines for form, structure, citation, etc. American Psychological Association (APA) style is required for use by UDC. Online resources on APA style are:

1319 510: Curriculum and Methods for Physical Education, Health, and Safety in Early Childhood Education

Page 8

<http://www.1dl.net/~bill/apatwo.htm>

(APA writing style guide; free)

<http://www.psychwww.com>

(links to APA style guides and help sheets)

Policy on Attendance and Lateness

Each absence in excess of one (unless a documented illness/family emergency) will automatically lower the student's final score by 1/2 grade (or 5 points). Tardiness, in excess of two of more

than 15 minutes, will lower the final score by 2.5 points.

Paper/assignments handed in late, without prior permission of the instructor or beyond time stipulated will have 10% of potential points subtracted for each late day. (It will be up to the student to fax, e-mail, or overnight

express late assignments to the instructor.)

Cell Phones:

Unless there is a specified emergency pre-discussed with instructor, all cell phones must be turned off during class.

E-mail address and Computer Access:

If students do not already have an e-mail address, they are required to obtain one. There are

various free services: Yahoo and Hotmail are just two examples. (The staff in UDC's Writing Lab can assist students in setting up an e-mail address.) Students should check their

e-mail frequently. Although students may not have a home computer, they should plan to access

an internet-ready computer on a regular basis in order to check e-mail, do online activities,

utilize Blackboard and the Companion Website for this course. There are computers available

in the UDC library, Internet Café (Bldg. 52, 3rd floor), and other sites throughout the University;

public libraries also have internet-ready computers available.

Electronic Transfer of Assignments and Communications:

Students who use e-mail, e-mail attachments, or fax to submit assignments or to inquire about

specific issues related to the course must ask for a return reply of receipt. It is the students'

responsibility to do so and/or to keep record of all assignments. (Most e-mail programs will

have a record in the Sent or similar file, but this just indicates the date/time sent, not that it

was received. Upon occasion even with correct address, transmittals are misdirected and/or

sit in the provider's terminal.)

1319 510: Curriculum and Methods for Teaching Social Studies, Physical Education, Health, and Safety in Early Childhood Education

Page 9

Inclement Weather:

We will be following the University policy in cancelling classes due to inclement weather.

Call 202-274-5000 for information regarding University closings or late openings.

Course Assignments and Evaluation

7. Assignments:

e. Theory Presentation and Resources: Students will select one of the following theories as a basis for learning and teaching and with a partner or group develop a dialog on the various pros and cons of each position through a review of the

professional literature. They will also develop a list of resources to be distributed to all class members. Theory base:

- . Behavioralist
- . Cognitive Developmental (Piaget)
- . Social Cognitive (Vygotsky)
- . Brain
- . Social/emotional (Erikson)

f. Lesson Plans and Assessment Rubrics: Using formats for each of the above theories/curricula, students are required to develop 4 lesson plans, 4 for either health or physical education or safety for selected grade level (k, 1st, 2nd, 3rd). DCPS standards must be used. A rubric congruent with the theory basis must also be developed for assessment.

g. Teaching/Learning Modules: Students will engage in one selected teaching/learning experience, which may be videotaped. Students will self-evaluate, as well colleagues and the instructor.

d. Technology in Classrooms Project: Students will develop an extensive computer/internet project over the course of the semester. This project can take several forms but must include a) 3-5 page paper discussing the pros/cons of computer technology instruction for age/class level selected (i.e., pre-k, k -1st, 2nd-3rd) using a minimum of five (5) references from professional literature; and b) Unit Portfolio: students will engage in a multi-parted computer/internet project which will result in a .unit. for the age/grade they choose and with the theory base explored in other assignments, achieving DCPS standards, and including the

following: unit plan, links to at least 5 age/standards appropriate sites for students, child-created website, child-

1319 510: Curriculum and Methods for Teaching Physical Education, Health, and Safety in Early Childhood Education

Page 10

created multimedia presentation, child publications, support materials and teacher support materials. (This project will follow the Intel manual's activities which candidates, beyond the first two sections, will complete on their own.) A proposal for the nature of the project will be due on Oct. 9, 2002; the final portfolio on December 4, 2002 with the demonstration to the class.

2. Participation/Reflection: Students, in addition to attendance, are expected to participate fully and actively in each class session: raising issues, asking questions, critiquing readings, responding with examples from their own experiences as applying theory to situations.

Grading System

Assignment Maximum Points

Theory Presentation (& Resources) 20 points

Lesson Plans 20 points

Learning/Teaching Modules 20 points

Project 40 points

TOTAL POSSIBLE 100
POINTS

Grading Scale:

A= 89.5 - 100

B= 79.5 - 89.49

C= 69.5 - 79.49

D= 59.5 - 69.49

F = 59.49 and below

1319 510: Curriculum and Methods for Teaching Physical Education, Health,
and
Safety in Early Childhood Education

Page 11

COURSE OUTLINE

(Class Schedule, subject to adjustment by Instructor)

Date Topic Reading Other
Online

Assign. Assign.
Assign.

Aug. 21 Course requirements & introduction; overview
of course concepts and issues in teaching language
arts, social studies, and health/physical education
in P-3.

Aug. 28 Introduction to use of Blackboard and course
companion sites as a supplement; introduction to Intel
training. (computer lab: Bldg. ____, room ____)

Sept. 4 Intel Training (computer lab: Bldg. ____,
room ____)

Sept. 11 Overview of development in K-3rd grade years & S&G: Chpt.2
implications for learning/teaching, with society's/
school's expectations for K-3rd grade year; sources

of curricula.

Sept. 18 Creating a learning environment, setting 3 Dialogs
expectations

Sept. 25 Health, Physical, and Safety Learning: S& G: 2 Dialogs
Issues, Concerns, Content 1,3,4

Oct. 2 Safety, Physical Fitness Process S &G: chpts.
5,6,7, 8, 9, 10

Oct. 9 Safety, Health & Physical Education S&G: 10
Proposal

Oct. 16 Assessment & Technology
Teaching/

Learning

Modules

Lesson
Plans

1319 510: Curriculum and Methods for Teaching Physical Education, Health,
and
Safety in Early Childhood Education

Page 12

Date Topic Reading Other
Online

Assign. Assign.
Assign.

Oct. 23 Health and physical development S&B: chpts.

1,2,3

Oct. 30 Planning for health and physical S & B: chpts.

curricula 1,2,3,4

Nov. 6 Process/Methods S & B: chpts.

5, 6,7

Nov. 13 Content S & B: chpts.

8,9,10

Nov. 20 Assessment & Technology

Nov. 27 Evaluation Research & Curricula

Dec. 4 Project Portfolio Presentations Projects

(computer lab: Bldg. _____,

room _____)

Lesson Plan Format

Student Name:

Subject Area:

Length of Lesson: (The amount of time needed for completion of the lesson.)

Content Standard: (Written just as listed in Standards Guide)

Performance Standard (Performance Objective) (Exactly what the student will be able to do.)

Materials Needed: (Everything needed to carry out the lesson.)

Procedure: (This includes exactly what takes place in a step by step format, i.e., warm-up activity, statement of the objective, the new material that is to be presented, directions for student practice and evaluation, how the lesson will end, and any directions for homework, etc.)

Student Participation/Learning Activities: (The activities students will be engaged in make sure there are activities geared to each student level. Also vary the type of learning activities based on student learning styles.)

Evaluation (Assessment) (How will the students be assessed to determine if they have mastered the performance objective? What type of instrument will be used? Will there be degrees of mastery?, etc.)

Follow-up: (What activities or lesson will follow to reinforce the concepts taught in the lesson, or additional information and practice needed for students having difficulty with the lesson.)

Adaptions: (Adaptions for selected special needs children.)

Computer Technology:

Rubric:

