



Department of Early Childhood, Elementary and Special Education
College of Education
Morehead State University, Morehead, KY40351-1689
Spring2011

IECE 311-001
Introduction to Early Childhood Education
Hybrid (On-line & Mondays 4:30-6:00pm)

INSTRUCTOR INFORMATION

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CATALOG DESCRIPTION: *Prerequisite:* [EDF 20Z](#). How the learning environment is established to provide optimal learning experiences and to guide children in developing responsible behavior.

FIELD EXPERIENCES: (10 hours total): The candidates must complete 10 hours of field experience. Field experiences are to be designed and implemented under the direction of and in collaboration with an experienced teacher and under the guidance of the instructor (age 0 to 5).

Observation & Participation: Verify minimum of **10 clock hours** in infant-toddler/preschool setting. Complete and submit the field experience **form** to verify your participations. This form is available on the Course Information, and you must submit the form by the designated time. (If you use 2 different sites for the class observation and participations, please submit 2 forms. The total hours you combined should meet the minimum field hours-10 hours.

- Consult the Tentative Calendar for due date for each assignment as well as field experience verification form(s).

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's)

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

- 1) Students will examine the standards for high-quality early childhood programs.
- 2) Students will identify developmentally appropriate, culturally responsive learning goals that support children's identity, that help them learn to value and respect diversity, and that counter stereotypes and biases defined by the NAEYC position statement.
- 3) Students will discuss the role of play in children's development and learning and how teachers support play.
- 4) Students will identify principles of practice derived from theories of learning and development and how they inform decisions about effective practice.
- 5) Students will identify practices that are required by law for children with disabilities and special needs.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: IECE 311 [Introduction to Early Childhood Education]				
Aligned with Assessment (point values)	IECE Kentucky Teacher Standards (KYS)	KERA	Education Professional Standards Board (EPSB)	NAEYC Standards
[Final Project, 100point] CFO: 1, 2, 3, 5 SLO: 1, 2, 3, 4	1, 2, 5, 6, 9	1, 2, 4, 5, 6	2, 3, 4 NCATE Standard 1, 3, 4	1, 3, 4c, 4d, 5
[Content Exam, 110points] CFO: 1, 2, 3,4 SLO: 1 – 5	2, 4, 6, 8, 9	2,	2, 4 NCATE Standard 1	1, 4c, 5
[Lesson Plan, 20points] CFO: 2 SLO: 2	1, 4	2, 6	1, 2	4b
[midterm project, 50point] CFO: 2, 4	2, 5	6	1, 3 NCATE Standard 1,	3, 4d

SLO: 4, 5,			4	
[Field Experience, No point value, but critical for the course completion] CFO:3, 5 SLO:1, 3, 5	3	1, 4, 6	1 NCATE Standard 1, 3,4	1, 2, 4c, 4d
[Attendance/class participation, 20] CFO: 3 SLO: N/A		3		5

Assignment Descriptions:

Program: IECE 311 [Introduction to Early Childhood Education]	
Assessment (point value)	Description
[Final Project, 100point]	<p>Q1: Foundations of Early Childhood (20 points)</p> <p>Research three of the topics listed below and prepare a written report. The topic should be researched using the most current information available from a minimum of three sources. The Internet, books, journals, popular press, news media, and information distributed by agencies and organizations could be used as sources. At least one of the sources must be a referenced/researched journal article. The information should include:</p> <ul style="list-style-type: none"> - Descriptions, definitions, and background necessary for the topic - Historical information if pertinent - How research and theory support or do not support the current thinking on the topic <p>Accreditation system Charter schools Child Care and Development Block Grants Child Development Associate (CDA) credential Early Head Start Early intervention Head Start Individuals with Disabilities Education Act (IDEA) Laboratory schools National Association for the Education of Young Children (NAEYC) No Child Left Behind Act (NCLB) Parent cooperatives Quality rating systems (QRS) Temporary Assistance for Needy Families (TANF)</p>

	<p>Universal prekindergarten</p> <p>Q2: Assessment Interview (10points)</p> <p>When teachers are familiar with predictable sequences of learning and development, they can use these to assess where children are in the sequence and adjust their teaching to help children progress. This assignment will allow you to interview a practicing teacher about how he/she uses assessment to improve child outcomes and individualize her/his teaching.</p> <ol style="list-style-type: none"> 1. Locate a Preschool or a Kindergarten teacher. 2. Conduct an interview related to how he/she uses assessment strategies to improve child outcomes and individualize teaching. 3. Record the answers to your questions from the interview to determine how that teacher uses assessment strategies effectively <p>Q3: Multicultural Materials Assessment (20points)</p> <p>Use of multicultural materials is an important way that early childhood educators support cultural and gender diversity in their classroom. It is critical that the materials used support a realistic view of culture and do not foster stereotypes. This activity will guide students in examining the appropriateness of materials related to culture and gender. Make sure to add the <u>names of materials with pictures</u></p> <p>Q4: Literacy Evaluation (20points)</p> <p>An alternative to traditional testing is an authentic assessment. This Literacy Evaluation is designed to allow students to evaluate a classroom's effectiveness in providing literacy components. This particular assessment is based on the NAEYC standards for Associate Degree and Initial Licensure and Advanced Professional Preparation Programs.</p> <p>Q5: Math, Science and Technology Environment</p> <ol style="list-style-type: none"> 1. For a minimum <u>of one hour</u>, visit a preschool or kindergarten classroom. Make a list of all of the math, science, and technology materials that you observe. 2. Write a reflection paper describing all of the strengths and weaknesses of the classroom in providing materials, intentional learning opportunities in the area of math, science, and technology, and teacher's use of the language of math, as well as your suggestions for improvements. 3. Complete the grading rubric and submit it with your paper.
[Content Exam, 110points]	<p>Content Exam on chapters</p> <p>Chapter 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13</p>
[Lesson Plan, 20points]	<p>Design DEVELOPMENTALLY APPROPRIATE (BEST PRACTICES) KTIP FORMAT LESSON PLAN.</p> <p>Consult Kentucky's Early Childhood Standards, assessment Guides to design and plan instruction: Also consult with experienced mentor teachers to design</p>

	<p>and implement the lesson plans.</p> <p>http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm</p> <p>Scoring criteria for lesson plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> KTIP format followed <input type="checkbox"/> Objective statement is clear and learner performance based <input type="checkbox"/> Appropriate social contexts selected: individual, paired with peer, small group, large group, learning centers <input type="checkbox"/> IECE childhood Standards are selected appropriately for objectives <input type="checkbox"/> Objective(s), activity procedures, assessment aligned <input type="checkbox"/> Scoring guide aligned with AE and activity included and accurate <input type="checkbox"/> Depth of Knowledge included and accurate <input type="checkbox"/> Design is clearly and comprehensively described <input type="checkbox"/> Active learning ingredients evident <input type="checkbox"/> Relatively free of surface feature errors
<p>[midterm project, 50point]</p>	<p>Q1. Developmentally Appropriate Programs Analysis (30points)</p> <ol style="list-style-type: none"> 1. Visit 3 of the following types of programs for young children: <ul style="list-style-type: none"> - family child care - child care centers - Montessori school - Head Start - kindergarten - school-age child care programs - parent cooperatives - laboratory school - Primary school (Pre-K through grade 3) 2. Take notes on each program’s philosophy, characteristics, goals, curriculum, and practices. 3. For the programs visited, you will describe each one in depth, addressing the categories listed above. 4. Develop a chart to include program philosophy, characteristics, goals, curriculum, and practices. 5. Using the chart and the five NAEYC guidelines described in the NAEYC Policy Statement on Developmentally Appropriate Practices, compare these programs using the five guidelines. (http://www.naeyc.org/DAP pp 16-23) <p>Q2. ADA ACCESSIBILITY SURVEY (20points)</p> <p>Complete the form.</p>
<p>[Field Experience]</p>	<p>10 hours field experiences are required for this course.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrived on time ready to observe/participate <input type="checkbox"/> Develop positive relationship with the teacher

[Attendance/class participation, 20]	<input type="checkbox"/> Arrived on time ready to discuss/participate <input type="checkbox"/> Assignments turned in on time <input type="checkbox"/> Demonstrate positive professional attitude with classmates
Total	300 point

Grading Scale:

COMPLETION OF Work: To pass the course, all assignments must be completed and submitted, even if the assignments are submitted after the grace period and receive zero credit. Any late work will receive 5points deduction and continue this 5 points deduction for additional day before submission.)

Scoring Rubric for Assignments

100-90%	Exceed minimal expectations by showing depth of problem solving or creative solutions to the situation given.
89.99-80%	Product addresses, in detail, all of the various parts of the assignment described.
79.99-70%	Product lacks depth or comprehensiveness of elements described in the assignment.
69.99% & below	Product does not show effort in addressing all elements of the assignment.
0	Product has major weaknesses, including grammar, spelling, and lack of elements

Final Project Evaluation Form

Date: _____ **Project Author's Name:** _____

Project Components: Place a check mark by each of the items that the project includes:

Table of Contents	Comment
Professional appearance – all typed & neatly arranged. Free of mechanical and grammatical errors	
Section 1	
Section 2	
Section 3	
Section 4	
Section 5	
10 hour field experience verification log submission	

LATE WORK POLICY for FINAL PROJECT: For full credit, assignments **must be submitted** by due date, unless otherwise approved by the instructor. A grace period of one week is permitted for late work with 20% automatic point reduction, and **No credit** will be given for late assignments except by special prior arrangement. No makeup will be given for any missed tests.

Q1. Foundations of Early Childhood (20 points)

NAEYC Standards	OUTSTANDING (Exceeds expectations) 6-8 pts.	ACCEPTABLE (Meets expectations) 3-5 pts.	UNACCEPTABLE (Below expectations) 0-2 pts.	Self Points	Inst. Points
BECOMING A PROFESSIONAL 6a. Identifying and involving oneself with the early childhood field	Provided an in-depth description of the topic and its relationship to research and theory	Provided an adequate description of the topic and its relationship to research and theory	Provided minimal or no description of the topic and its relationship to research and theory		
Supportive Skills	OUTSTANDING (Exceeds expectations) 4-5 pts.	ACCEPTABLE (Meets expectations) 2-3 pts.	UNACCEPTABLE (Below expectations) 0-1 pts.		
Identifying and using professional resources	Excellent resources selected to describe, provide historical information, and link to current thinking on the topic	Acceptable resources selected to describe, provide historical information, and link to current thinking on the topic	Inappropriate or no resources selected to describe, provide historical information, and link to current thinking on the topic		
Written & verbal communication skills	Followed instructions and had few or no English mechanics errors	Adequate adherence to instructions and had no more than 6 English mechanics errors	Instructions not followed and had 7 or more English mechanics errors		

Reflection: Write a short paragraph reflecting on what you learned from this activity.

Q2: Assessment Interview (10points)

When teachers are familiar with predictable sequences of learning and development, they can use these to assess where children are in the sequence and adjust their teaching to help children progress. This assignment will allow you to interview a practicing teacher about how he/she uses assessment to improve child outcomes and individualize her/his teaching.

Q3: Multicultural Materials Assessment (20points)

Multicultural Materials Assessment	
Culture	
Material	_____

Age recommendation _____	Manufacturer _____	Picture/photo:
<ul style="list-style-type: none"> • Is the culture represented naturally or artificially? Describe. 		
<ul style="list-style-type: none"> • Are members of different cultures shown realistically, or are they modified versions of members of the “majority” culture? Describe. 		
<ul style="list-style-type: none"> • Does the manner in which characters are represented reinforce stereotypes? How? 		

Multicultural Materials Assessment		
Gender		
Material 1 _____		
Age recommendation _____	Manufacturer _____	Picture/photo:
<ul style="list-style-type: none"> • Are men and women equally represented in terms of activity and passivity or are they stereotyped? Describe. 		
<ul style="list-style-type: none"> • Are men and women equally represented in terms of careers or are they stereotyped? Describe. 		
<ul style="list-style-type: none"> • Are men and women equally represented in terms of nurturing and care giving or are they stereotyped? Describe. 		

List and identify the cost of at least ten items you could buy to make your room more multicultural and gender diverse on a budget of **\$500.00 (5points)**

- | Item | ____ Cost ____ |
|----------|----------------|
| 1. _____ | |
| 2. _____ | |
| 3. _____ | |
| 4. _____ | |

-
5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____
 11. _____
 12. _____
 13. _____
 14. _____
 15. _____

Q4: Literacy Evaluation (20points)

Rate a Room Related to Literacy

(Put a check mark by each item with a description of some examples, titles, etc you have in your room or the room you observe)

	Check mark	Description/locations/examples
A comfortable place where children can look at books		
A place and materials for listening to books, CDs and tapes		
A bookshelf to display books with covers facing out		
A table, chairs and a shelf for writing materials		
Materials to write on and to write with		
Letter and word manipulatives such as stamps, magnet letters and name cards		
A variety of fictional and non-fiction books		

Props such as a flannel board and puppets for re-telling stories		
Alphabet displayed at child's eye level in circle area and writing center		
Functional print around the room: labels, charts, signs, lists, schedule for children, recipes , phonebooks, menus, attendance, dictation on art, child made books and narrative		
Texts, such as magazines, cookbooks, newspapers, and subject		
Related books throughout the room –e.g. science books in science center		

NAEYC/ Standards	OUTSTANDING (Exceeds expectations) 6-8 pts.	ACCEPTABLE (Meets expectations) 3-5 pts.	UNACCEPTABLE (Below expectations) 0-2 pts.	Self Points	Inst. Points
BUILDING MEANINGFUL CURRICULUM 5c/. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	Completed literacy evaluation successfully and suggested appropriate improvements	Completed literacy evaluation adequately and suggested adequate improvements	Minimally or did not complete literacy evaluation and suggested minimal or no improvements		
Supportive Skills	OUTSTANDING (Exceeds expectations) 4-5 pts.	ACCEPTABLE(Meets expectations) 2-3 pts.	UNACCEPTABLE (Below expectations) 0-1 pts.		

Self-assessment and self-advocacy	Completed literacy evaluation grading rubric and provided reflection on own performance that was consistent with instructor evaluation	Less than 80% of rubric completed, reflection did not touch on key areas and performance was only partially consistent with instructor evaluation	Did not complete a rubric or self-evaluation was not consistent with instructor evaluation		
Written & verbal communication skills	Followed instructions and had few or no English mechanics errors	Adequate adherence to instructions and had no more than 6 English mechanics errors	Instructions not followed and had 7 or more English mechanics errors		

Reflection: Write a short paragraph reflecting on what you learned from this activity.

Q5: Math, Science and Technology Environment

NAEYC Standards	OUTSTANDING (Exceeds expectations) 6-8 pts.	ACCEPTABLE (Meets expectations) 3-5 pts.	UNACCEPTABLE (Below expectations) 0-2 pts.	Self Points	Inst. Points
BUILDING MEANINGFUL CURRICULUM 5c/. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	Completed math, science and technology evaluation successfully and suggested appropriate improvements	Completed math, science and technology evaluation adequately and suggested adequate improvements	Minimally or did not complete math, science and technology evaluation and suggested minimal or no improvements		
Supportive Skills	OUTSTANDING (Exceeds expectations) 4-5 pts.	ACCEPTABLE (Meets expectations) 2-3 pts.	UNACCEPTABLE (Below expectations) 0-1 pts.		
Self-assessment and self-advocacy	Completed math, science and technology grading rubric and provided reflection on own performance that was consistent with instructor evaluation	Less than 80% of rubric completed, reflection did not touch on key areas and performance was only partially consistent with instructor evaluation	Did not complete a rubric or self-evaluation was not consistent with instructor evaluation		

Written & verbal communication skills	Followed instructions and had few or no English mechanics errors	Adequate adherence to instructions and had no more than 6 English mechanics errors	Instructions not followed and had 7 or more English mechanics errors		
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Reflection: Write a short paragraph reflecting on what you learned from this activity.

Midterm Project Assessment (50points possible)

Q1. Developmentally Appropriate Programs Analysis (30points)

NAEYC Standards	OUTSTANDING (Exceeds expectations) 6-8 pts.	ACCEPTABLE (Meets expectations) 3-5 pts.	UNACCEPTABLE (Below expectations) 0-2 pts.	Self Points	Inst. Points
OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Provided in-depth, objective description of observations of 4 programs	Provided adequate, partially objective description of observations of 3-4 programs	Provided minimal, biased description of observations of 3 or less programs		
CONNECTING WITH CHILDREN AND FAMILIES 4b. Knowing and understanding effective strategies and tools for early education	Provided in-depth comparisons of philosophy, characteristics, goals, curriculum and practices in programs observed	Provided adequate comparisons of philosophy, characteristics, goals, curriculum and practices in programs observed	Provided minimal or no comparisons of philosophy, characteristics, goals, curriculum and practices in programs observed		
USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM 5B. Knowing and , using central concepts, inquiry tools, and structures of content areas or academic disciplines	Provide in-depth analysis of how the program components reflect the DAP guidelines	Provide adequate analysis of how the program components reflect the DAP guidelines	Analysis reflects minimal or no understanding of how the program components relate to the DAP guidelines		
Supportive Skills	OUTSTANDING (Exceeds expectations) 4-5 pts.	ACCEPTABLE (Meets expectations) 2-3 pts.	UNACCEPTABLE (Below expectations) 0-1 pts.		
Self-assessment and self-advocacy	Completed developmentally appropriate program analysis grading rubric and provided reflection on own performance that was consistent with instructor evaluation	Less than 80% of rubric completed, reflection did not touch on key areas and performance was only partially consistent with instructor evaluation	Did not complete a rubric or self-evaluation was not consistent with instructor evaluation		
Written & verbal communication skills	Followed instructions and had few or no English mechanics errors	Adequate adherence to instructions and had no more than 6 English mechanics errors	Instructions not followed and had 7 or more English mechanics errors		

Reflection: Write a short paragraph reflecting on what you learned from this activity.

Q2. ADA ACCESSIBILITY SURVEY (20points)

Building _____

INTERIOR

Space Allowance and Reach Ranges

Passage width: 32” at a point, 36”Y N NA

Width for passing and/or turning: 60” min.....Y N NA

Forward reach: 48” max, 15” min if over
obstructionY N NA

Width at 90-degrdd turns: 36”minY N NA

Turns around an obstruction: 48” min..... Y N NA

Passing space: 60” min or space located at
intervals not to exceed 200 ft..... Y N NA

*Not applicable

ACCESSIBLE ROUTE

GENERAL: All walks, halls, corridors, aisles, and other spaces that are part of accessible route.

At least one accessible route shall connect accessible buildings, facilities, elements, and spaces that are on the same site. Yes___ No___ NA___

Comment: _____

At least one accessible route shall connect accessible building or facility entrances with all accessible dwelling units within the building or facility.

Yes___ NO___ NA___

Comment: _____

An accessible route shall connect at least one accessible entrance of each accessible dwelling unit with those exterior and interior spaces and facilities that serve the accessible unit.

Yes___ NO___ NA___ Comment:

Building _____ Entrance Location _____

EXTERIOR

Parking and Passenger Loading Space

Is the surface of the accessible parking area firm and level?.....Y N NA

Are the accessible spaces on the shortest route to the accessible entry or activity area?

Y N NA

Perpendicular stalls: 13' min, or 9' with 5' access aisle..... Y N NA

Diagonal stalls: 13' min..... Y N NA

Stalls for lift-equipped vans: 8' min space with 8' access aisle and vertical clearance of at least 9'6"Y N NA

Is each accessible space designated with the following:

An upright permanent sign?.....Y N NA

The International Access symbol? Y N NA

State identification statement?Y N NA

Sign not obscured by parking vehicle?..... Y N NA

PASSENGER LOADING ZONES

Is there an access aisle (5' x 20')?..... Y N NA

Is it adjacent and parallel to the building entrance?

Facility or activity site?..... Y N NA

Is the surface vertical clearance of 9'6" at this loading zone?..... Y N NA

CURB RAMPS

If there are curbs between the accessible parking,
And the building or activity areas, are curb cuts or
Ramps provided?..... Y N NA

1:12 max slope..... Y N NA

3'0" min width, not including flared sides..... Y N NA

A firm and slip-resistant surface..... Y N NA

A lip not greater than 1/2" Y N NA

Is the curb cut located in the main flow of pedestrian traffic..... Y N NA

If there are any raised islands or obstructions in the pedestrian crossing
area, is there a 4" wide cutout or curb cut provided?..... Y N NA

Are there detectable warnings at the curb ramp? Y N NA

Ramps: Pertains to any part of an accessible route, interior or exterior

Do any ramps meet the following criteria:

At least 36" clear width? Y N NA

Cross slope not greater than 1:50..... Y N NA

If there is a drop-off, are there curbs, walls, or railings to prevent persons
from falling off? Y N NA

If the slope of the ramp exceeds 1:20, are there level landings at the
top and bottom a min of 5' x 5'? Y N NA

Handrails: If a ramp has a rise greater than 6" or a horizontal projection greater
than 72", then it shall have handrails on both sides. Handrails are not
required on curb ramps.

On both sides Y N NA

Inside handrail on switchback or dogleg ramps continuous..... Y N NA

Top handrail 30" to 34" above ramp Y N NA

Handrail continues 12" at the top and bottom landings
parallel to groundY N NA

Clear space between handrail and wall shall be 1-1/2"Y N NA

Is the diameter of the grippable surface 1-1/4" to 1-1/2"?..... Y N NA

Ends of handrails are either rounded or returned smoothly to floor,
wall, or post..... Y N NA

Handrails do not rotate Y N NA

ELEVATORS

If there is a passenger elevator in the building, answer the following. Freight elevators cannot be used for provision of "accessible route" without appropriate safety features.

Is there signage indicating the location of the elevator?..... Y N NA

Does the elevator serve all levels and floors?..... Y N NA

Is the elevator entrance in compliance?..... Y N NA

Are there tactile characters to the left of control buttons? Y N NA

Do floor buttons have visual indicators?..... Y N NA

Are controls buttons on higher than 48" above the floor? Y N NA

Do cars position indicators have visual signaling?..... Y N NA

Do car position indicators have visual signaling?..... Y N NA

Is there an emergency two-way communication system, and
is it mounted no higher than 48" above the floor?..... Y N NA

Are handrails provided on at least one wall at a 32" height" Y N NA

DOORS

At revolving doors or turnstiles, is there an adjacent access door or gate?.. Y N NA

When a door or gate is open, is there at least a 32" clear opening between the

face of the door and the door steps? Y N NA

If the door has two independently operated door leaves,
does at least one leaf provide a minimum of 32" clear opening?..... Y N NA

Is the threshold beveled or no greater than 1/2" in height?..... Y N NA

HANDLES, PULLS, LATCHES, LOCKS, AND OTHER OPERATING DEVICES ON ACCESSIBLE DOORS

Is the device operable with one hand, requiring no tight grasping, pinching, or twisting of the wrist?..... Y N NA

Is it a lever, push type, or U-shape mechanism?..... Y N NA

Is the operating mechanism mounted no higher than 48" above the floor?..... Y N NA

Is the door able to be opened with a maximum force of 5 LBF (interior doors only)?Y N NA

Is the accessible entry designated with the white-on-blue symbol? Y N NA access

For power activated doors:

Ingress: accessible routes serving any accessible space shall also serve as means of egress for emergencies or connect to an accessible area of refuge assistance..... Y N NA

Surfaces 4.5 threshold height less than 1/4" Y N NA

Threshold height between 1/4" and 1/2", has slope less than 1:2..... Y N NA

Slope: if greater than 1:20, no cross to slope greater than 1:50..... Y N NA

DRINKING FOUNTAIN

Is the spout 33" to 36" above the floor?..... Y N NA

Is the spout at the front of the unit? Y N NA

Are the controls front-or side-mounted near the front edge of the unit.. Y N NA

Is there clear knee space between the bottom of the apron and the floor
that is at least 27” high, 30” wide, and 17” to 19” deep? Y N NA

Is there a minimum clear floor space of 30” x 48” to approach the
unit?..... Y N NA

If it is a free-standing or built-in unit, is there a clear floor at of
least 30” x 48” that allows a parallel approach to the unit?Y N NA

Required Textbooks:

1. BredeKamp, S. (2011). Effective Practices in Early Childhood Education. Pearson.
2. Blackboard class site <http://online.moreheadstate.edu> & Prentice Hall Companion Website: <http://www.prenhall.com/henniger> will be utilized.

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by midterm of this semester or you will receive a midterm grade of “E”. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu.)

ASSESSMENT STRATEGIES: Record of attendance and participation, scoring guides, self-assessment, qualitative feedback, checklists, open-response examinations, quantitatively scored in-class and take-home examinations and skill demonstrations by discussions/ conferences.

90%-100%	= A*	*All assignments must be submitted to receive final grade.
80-89.99	= B	
70-79.99	= C	
60-69.99	= D	
0-59.99	= E	

ATTENDANCE POLICY: Since the regular online participation for any online course is essential to the learning experience, it is the responsibility of all students to be online couple of times a week. If a student would not log in Bb more than a week and miss and assignments, class discussions, tests, etc, the instructor may lower the final grade by one letter grade for each week missed (equal amount of time to a set of three class meeting). Students missing more than two weeks (five clock-hours of class) are advised to drop the course. Students absent from class or lack of participation in on-line/hybrid course for legitimate reasons **must** consult with the instructor concerning the absence, beforehand face-to face, by email or voice mail. Legitimate absences do not excuse the student from class responsibilities. Legitimate absences include illnesses, accidents, personal emergencies, and death in the immediate family, special

academic programs or authorized university functions for which the student's presence is required. Non-legitimate absences include non-emergency dental or doctor appointments, meeting with academic advisor, substitute teaching, lack of child-care or other work-related activities.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://www.moreheadstate.edu/advising/index.aspx?id=8311> (also, described at Eagle Handbook pp 39-40, 2009-2010 <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/2009-10%20Handbook%2080309.pdf?n=7091>)

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency .

Other Evaluation and Operational Guidelines

1. **MEMBERSHIPS IN PROFESSIONAL ORGANIZATION:** Candidates are encouraged to join the Kentucky Association for the Education of Young Children (KAECE), affiliation of the National Association for the Education of Young Children (NAEYC) and the Southern Early Childhood Association (SECA). Students are also encouraged to attend conferences.
2. **PROFESSIONAL COLLABORATION AND COOPERATION:** Students are expected to collaborate and cooperate with peers and professionals in the field. Students are expected to contribute time, efforts, and insights to projects and activities.

Course Calendar:

TENTATIVE CALENDAR

SPRING2011

IECE 311: Introduction to Early Childhood Education

Dr. Mee-Ryoung Shon

Section 001: Monday 4:30-6:00PM (Hybrid Course)

209 Ginger Hall

WK	DATE	TOPIC	ASSIGNMENT
1	Jan 17	<i>MLK Holiday</i>	
2	Jan 24	<ul style="list-style-type: none"> • ORIENTATION: Syllabus, Tentative Calendar, Evaluation Plan • Introduction: <ul style="list-style-type: none"> - IECE: What do you know? Want to know? - Your role as a teacher - Draw an Early Childhood Teacher 	<ul style="list-style-type: none"> • Chapter 1 & Chapter 10 reading + online test/ assignment <p style="text-align: right;">GH209 class</p>
3	Jan 31	Chapter 10 Curriculum discussion KTIP Lesson Plan writing: KY Childhood <ul style="list-style-type: none"> - Apple Exploration 	<ul style="list-style-type: none"> • Chapter 11 reading + online test / assignment <p style="text-align: right;">GH209 class</p>
4	Feb 7	<ul style="list-style-type: none"> • Ch11 Assessment • IECE Standards Why are standards important to the field and what is the purpose of having so many different standards? <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Chapter 3 reading + online test/ assignment <p style="text-align: right;">GH209 class</p>
5	Feb 14	CURRICULUM: <ul style="list-style-type: none"> • DAP (Best Practices) • KY IECE Teacher Standards • TPA 	Chapter 4 reading + online test/ assignment
6	Feb 21	<ul style="list-style-type: none"> • Ch4 Theories of child development review • Lesson plan draft analysis • Junk Play (Bring several clean recyclable materials, such as empty toilet paper rolls, bottle caps, plastic bottles, boxes, string, cans, etc) 	<ul style="list-style-type: none"> • <u>Lesson plan due!</u> • Chapter 5 reading + online test/ assignment <p style="text-align: right;">GH209 class</p>
7	Feb 28	Ch 5 Adapting individual differences	Chapter 6 reading + online test Play Observation Due by Monday Feb 28.
8	Mar 7	<ul style="list-style-type: none"> • Midterm project Due 	<ul style="list-style-type: none"> • TK20 is due! • Chapter 7 reading + online test

		Differentiated Instruction	<ul style="list-style-type: none"> • Midterm project Due GH209 class
9	March 14	Chapter 7 Family Involvement	<ul style="list-style-type: none"> • Chapter 9 reading • Work on your Final project: ADA Survey Assessment
10	<i>MSU Student Spring Break (March 21-25)</i>		
11	March 28	<ul style="list-style-type: none"> • Chapter 9 Teaching to enhance learning • Play as a tool for learning • Classroom Design 	<ul style="list-style-type: none"> • Chapter 2 reading + online test • Teacher interview Due by March 28. <p style="text-align: right;">GH209 class</p>
12	April 4	<ul style="list-style-type: none"> • Chapter 2 Changing view of children • Head Start program 	Ch 8 Guidance+ Ch14 Social Emotional learning
13	April 11	<ul style="list-style-type: none"> • Ch 8 Guidance+ Ch14 Social Emotional learning • Encouragement vs. Praise 	Chapter 12 reading + online test/ assignment GH209 class
14	April 18	Ch 12 Teaching children to communicate	<ul style="list-style-type: none"> • Observation hour completion • Chapter 13 reading + online test/ assignment
15	April 25	<ul style="list-style-type: none"> • Chapter 13 Teaching children to investigate & solve problems • Multicultural Children's Book Project 	<ul style="list-style-type: none"> • Chapter 15 reading + online test/ assignment <p style="text-align: right;">GH209 class</p>
16	May 2	<ul style="list-style-type: none"> • Chapter 15 Teaching children to be healthy & fit • Nature Memory 	<p><u>Final Project Due by 4:30, May 2nd</u></p> <p style="text-align: right;">GH209 class</p>
17	May 9	FINAL WEEK (MAY 9-13)	GH209 class
		Check your Final grade on Bb.	

ASSESSMENT STRATEGIES: Record of attendance and participation, scoring guides, self-assessment, qualitative feedback, checklists, open-response examinations, quantitatively scored in-class and take-home examinations and skill demonstrations by discussions/ conferences.

90%-100% = A* *All assignments must be submitted to receive final grade. **No round-up** for any grade changes due to the lack of point(s).

80-89.999 = B

70-79.999 = C

60-69.999 = D

0-59.999= E

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm>

KY IECE Teacher Standards

IECE TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION: INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION BIRTH TO PRIMARY: This course most heavily focuses on issues related to the following (for completed standards <http://www.kyepsb.net/teacherprep/iecestandards.asp>)

Standard 1: Designs/Plans Instruction

The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals
- 1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
- 1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
- 1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
- 1.5 Incorporates knowledge of multiple disciplines and strategies from team members
- 1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)

Standard 2: Creates/Maintains Environments

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals
 - 2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments
 - 2.3 Maintains a healthy and safe environment
 - 2.4 Provides developmentally and individually appropriate indoor and outdoor environments
 - 2.5 Creates environments that recognize and value diversity as a strength in children and families
 - 2.6 Adapts environments to support children with special needs and disabilities
 - 2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment
 - 2.8 Facilitates positive interaction between children and adults
 - 2.9 Uses positive guidance techniques to foster children's self-regulation
 - 2.10 Uses responsive techniques to nurture appropriate social interaction and social competence
-

- 2.11 Functions within legal, ethical, and professional guidelines
- 2.12 Applies adult learning principles in supervising and training adults

Standard 3: Implements Instruction

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals
- 3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments
- 3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities
- 3.4 Uses instructional strategies that meet the unique needs of each child
- 3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns
- 3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child
- 3.7 Provides guidance, learning cues, and positive feedback to children
- 3.8 Manages antecedent and consequent conditions to foster self-management behaviors

Standard 4: Assesses & Communicates Learning Results

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

Performance Criteria:

- 4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
- 4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child
- 4.3 Actively involves families and other team members in the assessment process
- 4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress
- 4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP
- 4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode

Standard 5: Reflects/Evaluates Professional Practices

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 5.1 Engages in ongoing self-reflection to improve professional practices
- 5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection
- 5.3 Applies professional ethics, practices and legal mandates in early childhood settings
- 5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments
- 5.5 Participates in program evaluation efforts to improve child learning and development
- 5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance

Standard 6: Collaborates with Colleagues/Families/Others

The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings
- 6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child
- 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child
- 6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings
- 6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers
- 6.6 Provides ongoing constructive feedback to team members about professional practices
- 6.7 Collaborates with families and other team members to support successful transition to next setting

Standard 7: Engages in Professional Development

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria:

- 7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth
- 7.2 Develops a professional growth plan
- 7.3 Documents professional growth and performance
- 7.4 Demonstrates professional growth through identification with and active participation in professional organizations
- 7.5 Critically reviews and applies research and recommended practices
- 7.6 Seeks support and expertise of others to improve professional practice
- 7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services.

Standard 8: Supports Families

The IECE educator supports families through family-centered services that promote independence and self-determination.

Performance Criteria:

The extent to which the IECE educator:

- 8.1 Assists families in articulating resources, priorities, and concerns
- 8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences
- 8.3 Implements a continuum of family-centered services which support child development
- 8.4 Informs families of program objectives, procedures, and legal rights
- 8.5 Applies adult learning principles to parent education activities
- 8.6 Promotes family participation in adult education opportunities and school and community activities
- 8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development
- 8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate.

Standard 9: Demonstrates Implementation of Technology

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Performance Criteria:

The extent to which the IECE educator:

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
- 9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs
- 9.9 Designs lessons that use technology to address diverse needs and learning styles of children
- 9.10 Practices equitable and legal use of computers and technology in professional activities
- 9.11 Facilitates the lifelong learning of self and others through the use of technology
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities
- 9.15 Uses technology to support multiple assessments of children's learning
involve parents in the assessment and evaluation process.