ECE 400: Curriculum and Instruction in Early Childhood Education  
(Preschool and Kindergarten)  
4 hours lecture/4 hours field work per week  

Generic Syllabi

Prerequisites: EDUC 320, EDUC 323, and Full SARTE status

Required Textbooks:

Recommended Textbook:

Course Description:
Development of curriculum and instructional practices in the preschool and kindergarten settings; principles and methods of understanding and working with the preschool child.

Course Overview:
The early childhood profession is responsible for establishing and promoting standards of high quality professional practice in early childhood programs. These standards must reflect current knowledge and shared beliefs in what constitutes high quality, developmentally appropriate early childhood education in the context within which services are delivered.

The purpose of this course is to learn about the basic developmental stages of children and how to apply this information appropriately to instruction and curriculum development in practical settings. An integral part of this course is to provide students with the opportunity to develop skills related to developing appropriate curriculum. As students gain a broader understanding of young children, this knowledge will be reflected in their curriculum planning. The information in this course will be presented in a format that provides students with a global understanding of the rich diversity of all children.

Statement of Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator:* Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the
development of effective professionals. **Diversity** is an integral part of each component, and **Technology** is emphasized throughout all programs in the educational unit.

**Student Learning Objectives:**

1. Recognize characteristics of an effective early childhood educator and effective early childhood program. (PS) (SM)
2. Demonstrate knowledge of child development, characteristics of the young child, and developmentally appropriate practices. (KL) (PS)
3. Show knowledge of the history of early childhood education and its impact on current practices in the field. (PS) (SM)
4. Exhibit knowledge of various appropriate assessment techniques. (SM)
5. Select and create appropriate materials for an early childhood classroom. (SM)
6. Demonstrate knowledge of valid classroom management techniques. (SM)
7. Develop an integrated teaching unit appropriate for the early childhood level. (PS) (KL) (SM) (CK)
8. Recognize special needs in children and demonstrate knowledge of how to meet these needs. (SM)
9. Demonstrate knowledge of how to involve parents in the classroom. (SM)
10. Demonstrate knowledge of needs of children from multicultural backgrounds and how to meet those needs. (SM)
11. Demonstrate ability to observe, plan, teach, and evaluate developmentally appropriate activities provided for children in an early childhood setting. (PK) (KL) (SM) (CK)
12. Investigate current research in the field of early childhood education. (PK)
13. Identify and incorporate opportunities to address performance indicators for technology-literate children in early childhood settings. (SM)
14. Identify and address state and national standards for early childhood education and content areas as developmentally appropriate practices for early childhood education. (PK)

**Suggested Assessment Strategies:**
The above objectives will be assessed through the following strategies:

A. Mastery of content is assessed via objective exam.
B. Assessor rates products produced for demonstration using predetermined rubric.
C. Assessor rates lesson plans using predetermined rubric.
D. Assessor rates field experiences using predetermined rubric.
E. Candidate self-assesses academic growth through reflecting on field experiences and class assignments.

**Course Requirements:**

1. **Class Participation:** Your class attendance, interaction, and participation are required. In-class activities will be scored with participation points, and may not be made up. If something unexpected occurs and you are unable to come to class, it is your responsibility to contact me as soon as possible through email to explain. If you miss class it is your responsibility to find out what was missed or to get copies.
2. **Materials needed:** Every class meeting at SLU you will need to bring the textbook we will be using that day and the following supplies: Water color markers, water colors and paint brush, scissors, glue, pen, pencil, crayons a can of play doh and a notebook for writing reflections. You will need your textbook and these supplies to be able to participate in class activities.

3. **Code of Ethics Paper:** Prepare a 3-5 page paper that summarizes your understanding of the Code. Describe the Code in your own words and explain what it means to you and your plan to be a future early childhood educator.

4. **History of Early Childhood Education Paper**
   Prepare a 3-5 page paper that clearly showcases your understanding and knowledge of the history of early childhood education. Identify one individual or early childhood educational program that you believe significantly influenced your educational philosophy and discuss in depth. Include the contributions this individual made to the field and discuss the specific ways this person or program has influenced you and your philosophy of early childhood education.

5. **Developmentally Appropriate Practices Report:**
   Prepare a report that describes developmentally appropriate practices in an early childhood setting.

6. **Lesson Plans/Activity Plans:**
   These are copies of plans and descriptions of materials prepared for the field experience portion of ECE 400. You need to use the form required by Southeastern when completing lesson plans. There will be 12 daily lesson plans due and two ten-day block lesson plans. The block lesson plan will be a part of your integrated unit plan. You will be provided a lesson plan format, which will include an assessment component to evaluate evidence of student learning. Emphasis will be placed on writing lesson plans, which reflect implementation of developmentally appropriate practice, integration of concepts, and incorporation of multiple teaching strategies. Teacher candidates will work in groups of 2 or 3 in writing lesson plans.

   During the field experience, you will be working with your mentor teacher to collaborate on the strategies and skills that will be included in your lesson plans. You will develop two integrated units that incorporate developmentally appropriate activities for each developmental domain. This unit will be implemented during your block weeks. It is important that you work closely with your mentor teacher to make sure your unit fits in well with the planned lessons for the block weeks. You need to discuss your lesson plan with your mentor teacher prior to turning it in for grading. After the instructor provides feedback, and grades the lesson plan, you will need to make any necessary corrections and provide a copy to your mentor teacher. Lesson plans must be turned in by the assigned date or you will not be allowed to teach that week which will cause you to lose points for non-participation in the field.

7. **Teaching/Observation Reflections:**
Discuss your experience in the field as it relates to our class discussions, concepts presented in our text, and your prior background. Be sure to follow the 4-step reflection format:
1. Observation and description
2. Analysis and interpretation
3. Insights and implications
4. Projections and planning
You will be required to write a reflection on each field experience: observation, implementation of lesson plans, and implementation of ICU activities.

8. **Student Interviews:**
Each student will meet individually with the instructors to discuss their overall growth at mid-semester and at the end of the semester.

9. **Final Exam:**
The final exam will cover the material listed on the syllabus through the date of the exam. Essay, multiple choice, true-false, fill in the blank and short answer questions may be included, and knowledge of vocabulary will be emphasized. The questions on the tests require an application of the material covered during the semester in both the classroom and field components of the class.

**Grading Scale:**
A: 100%-94%
B: 93%-87%
C: 86%-80%
D: 79%-70%
F: <69%

**Specification for Written Assignments:**
All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date. Written assignments will be evaluated on the following criteria:

- Following directions
- Content
- Conventions of grammar and spelling
- Organization

Please! Keep a hard copy of every assignment. Do not trust your disk, hard drive, neighbor’s hard drive, or any other server as a backup. If something should happen (think Katrina) to something you’ve turned in, you will be required to provide another copy.

**Late Assignments:**
All assignments are due on time and will be promptly returned with appropriate feedback. All assignments are due electronically by Saturday at midnight and a hard copy of the same assignment is due at beginning of the class on the Monday immediately following the due date. For every day late you will lose one point. Any paper turned in after 7 days will NOT be accepted. No exceptions without an infirmary excuse or a letter from the Dean. A computer/printer problem does not make a legitimate excuse for lateness.

**Policies of the Courses:**
These classes will follow all university policies.

**Dropping the Course:**
If you choose to drop these courses, you must follow the proper procedures. Neither of us will drop the course for you.

**Academic Integrity:**
Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. **Teacher candidates are expected to maintain the highest standards of academic integrity.** Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**Classroom Conduct:**
Teacher candidates are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly, and all teacher candidates are expected to be ready to begin.

- All cell phones should be silenced for the duration of the class. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class and put away for the entire class period. Text messaging during class is not allowed.
- Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all teacher candidates be given an opportunity to participate in a comfortable environment. Free discussion, inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of teacher candidates to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the teacher candidate and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review.
- The college campus is NOT a place for children. Teacher candidates are not to bring children into the classroom or allow them to remain in the building unattended.

**Accommodations for students with special needs:**
Qualified teacher candidates with a disability who are seeking accommodations under the Americans with Disabilities Act are required to self-identify with the Office of Student Life, Room 203, Student Union. NO accommodations will be granted without appropriate documentation.

Communication/contacting instructor:
E-mail communication with students will be made through SLU e-mail addresses only. Contact the instructor if you have any questions or problems through e-mail, preferably, or by phone.

Additional policies/procedures:
1. All coursework must be successfully completed prior to student teaching or internship.
2. All PRAXIS exams must be successfully completed prior to student teaching/internship.
3. All students MUST submit their portfolios electronically through PASS-PORT.
4. It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.
5. Students will be permitted to **enroll** in any EDUC, MAT, EPSY, and EDE course only twice.
6. Students will be permitted to **repeat** only two EDUC, EPSY, ECE or MAT course twice.
7. Prerequisites for courses and academic policies are based on the current school year catalogue.

Attendance/Participation:
This class will be taught in a highly interactive manner and therefore your attendance at every class session is extremely important. It is necessary that you attend all classes, are on time, and do not leave class early. Attendance will be taken and it is your responsibility to sign the attendance for each class.

If something unexpected occurs and you are unable to come to class, it is your responsibility to contact me as soon as possible through email to explain. If you miss class it is your responsibility to find out what was missed or to get copies.

It is also extremely important that you conduct yourself in a professional manner at all times. You will be graded on this aspect of your performance-this applies to all aspects of the course including classroom and field work. Please review the Southeastern Field Experience Student Handbook.

**Be prompt. Always report directly to the school office unless otherwise instructed.**
Candidates must introduce themselves and present the required documentation from the professor assigning the field experience.

If you are unable to keep a commitment (due to extreme circumstances), you must call the school in advance and ask them to inform your partner teacher. You will be expected to contact the partner teacher to reschedule the field experience.

Remember, you are a guest in the school. Do not criticize the school, staff, or candidates in any way. (Southeastern Field Experience Student Handbook)
During field experiences please follow the school’s dress code. You must look and act like a professional. Shorts, Capri pants, jeans, sleeveless shirts, or shirts with slogans printed on them are not acceptable. You may not chew gum or bring children to a field site with you. You must wear an official Southeastern Louisiana nametag at all times. You will need to sign in and out at the start and end of each visit to the field experience school. **If you fail to follow these guidelines, and arrive dressed inappropriately or do not present yourself in a professional manner, you will be asked to leave for the day. This would be counted as an absence.** You must make up all time missed in the field at a time that is agreeable with the mentor teacher and myself. Extreme emergencies will be dealt with on an individual basis.

Class participation/cooperation includes attendance, appropriate attitudes, professionalism, responsiveness and involvement. Assessment of your level of professional conduct will be at the instructor’s discretion. Points may be deducted from your professionalism grade as deemed appropriate by the instructor.

**Professionalism in the Field:**
This is one of the most important aspects of your practicum experience. Professionalism covers a broad range of behaviors including (but not limited to) the following:
- Timeliness
- Reliability
- Ethical behavior
- Appearance
- Demeanor
- Ability to receive constructive criticism
- Appropriate dress
- Appropriate care for materials and equipment
- Appropriateness of interactions with all adults and children

It is your responsibility to clarify your role with your site supervisor. Know what you are expected to do and how you are expected to handle yourself. One true sign of a professional is going above and beyond the minimum requirements of the job-check with your site supervisor and make sure you understand all expectations and requirements prior to beginning your practicum.

Please be sure to clarify with your site supervisor any issues regarding professionalism. If at any time you need assistance in determining the professional behaviors that are appropriate for your site, please contact your college supervisor immediately.

**PASS-PORT REQUIREMENTS-Field Experiences:**
As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. **Don’t wait until the end of the semester.** It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically Form C, are available on the Department of Teaching and Learning home page under Student Information, Field Experiences link.
PASS-PORTR REQUIREMENTS-Professional Development Activities:
As you complete any professional development activity, you are required to enter it into PASS-PORT.

PASS-PORTR REQUIREMENTS-Questionnaires:
At the beginning of the semester, log into PASS-PORTR and complete any assigned questionnaire task. It is advisable to periodically check your task list for additional requests throughout the semester.

PASS-PORTR REQUIREMENTS-Artifacts:
Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

Getting Help with PASS-PORTR
You can receive assistance in using PASS-PORTR from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

- PASS-PORTR Training and/or assistance: John Fulwiler, e-mail john.fulwiler@selu.edu. Check the NEWS section in PASS-PORTR for scheduled training sessions.
- Field experiences: Dr Gerald Keller, PK-16 Field Placement Coordinator, located in the Dean’s Offices 1018 in the TEC, (985) 549-2199.
- Course Requirements: Assigned instructor

It is also recommended that you go through the on-line PASS-PORTR Candidate Overview located at http://pass-port.org/training/candidate and/or download a copy of the PASS-PORTR Candidate Manual.

REFERENCES


