

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix & Number: EDE 8513

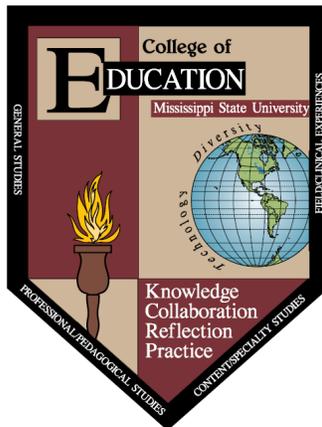
Course Title: Curriculum and Program Development in Early Childhood Education

Credit Hours: 3 semester hours

Course Type: Lecture

Catalog Description: Three hours lecture. The recent and most promising developments in curriculum for preschool through primary aged children.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to

focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Students will critically review factors that influence young children socially, cognitively, physically and emotionally within their world. [CFPO1, 2, 6]
2. Students will participate in activities that enable them to better understand and relate to young children. [CFPO 2, 5, 7]
3. Students will identify research-based factors that produce high quality early childhood programming. [CFPO 1, 10, 12, 13]
4. Students will be familiar with curriculum models and approaches prominent within the early childhood education field. [CFPO 7, 10, 13, 14]
5. Students will identify issues of curriculum development and professionalism in the early childhood education field. [CFPO 10, 11, 13]
6. Students will understand how research should impact the formulation of early childhood curriculum programs. [CFPO 10, 11, 13]
7. Students will highlight the importance of technology in the formulation and implementation of early childhood curriculum. [CFPO 10, 11, 13]
8. Students will be familiar with current research practices related to curriculum evaluation. [CFPO 10, 11, 13]

Topics to Be Covered:

1. Background (6 hrs.)
 - A. Definition of early childhood education
 - B. Need for child care and early childhood programs
 - C. Types of programs for children
2. Historical Perspectives (6 hrs.)
3. Theoretical Perspectives (6 hrs.)
4. Curricula and Approaches (6 hrs.)
5. Diversity in Early Childhood Programs (5 hrs.)
6. Program development (5 hrs.)
7. Technology (3 hrs.)
8. School and Home Partnerships (3)
9. Research Methods - Observation and Evaluation (5 hrs.)

Required Textbook:

Roopnarine, J. & Johnson, J. (2009). *Approaches to Early Childhood Education*. Merrill. Readings with * are on myCourses.

Methods of Instruction:

Lecture, discussion, individualized research, group and individual activities.

Suggested Student Activities:

Course Requirements:

1. Each student is expected to complete all required readings prior to the assigned class session.
2. Each student must participate in discussions.
3. Each student is expected to complete all assignments with submissions at the assigned time. Extensions for a submission may be requested a minimum of 24 hours (no exception) before the submission date.

Course Assignments:

Items with ** have guidelines for the assignment on myCourses.

1. Review of a research article assigned by the course instructor.** (all objectives)
2. Informal evaluation of a classroom environment using an instrument presented in the class.** (objectives 1, 3, 4, 6)
3. Present to the class the tenets of a curriculum approach from Europe.** (Objectives 3, 4, 5, 7)
4. Research a topic of the student's choice.** (all objectives)

Course Grading:

	Percentage:
Class participation	20
Journal article review	22.5
Classroom observation	10
Curriculum approach presentation	22.5
<u>Research paper</u>	<u>25</u>
Total	100

Honor Code

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>

Plagiarism on any assignment in this course will not be tolerated and will result in an F for the course. Plagiarism is using an author's ideas or words as your own without properly referencing the original source. Speak with the course instructor when in doubt about what constitutes plagiarism. This policy will be strictly enforced.

Technology:

Technology will be meaningfully integrated throughout the course to support course objectives. Students will use MyCourses for communication and assignments, electronic databases and online tools for research, and will investigate technology in early childhood education.

Diversity:

Student will examine materials for appropriateness to use with diverse learners.

Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 662-325-3335.

Evaluation of Student Progress:

Grading:

All assignments are to be typed unless they are in-class activities or other instructions are given by the professor. The professor reserves the right to refuse to continue grading a paper or assignment that contains 5 or more mechanical errors. All submitted work is to be extensively researched and documented, and written in APA style (6th ed.). APA style is found in the Publication Manual of the American Psychological Association.

Grading Scale:	91-100 A
	81-90 B
	71-80 C
	61-70 D
	000-60 F

Attendance Policy:

Students are expected to attend all classes. An absence indicates an extenuating circumstance that must be presented to the course instructor.

Bibliography:

- Cassidy, D., Hestenes, L., Hansen, J., Hedge, A., Shim, J., & Hestenes, S. (2005). Revisiting the Two Faces of Child Care Quality: Structure and Process. *Early Education & Development, 16*, 505-520.
- Goffin, S. & Wilson, C. (2001). *Curriculum Models and Early Childhood Education*. Upper Saddle River, NJ: Merrill.
- Gordon, M., & Louis, K. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. *American Journal of Education, 116*, 1-131.
- Gromley, W. (2005). Is it time for universal pre-k? *Phi Delta Kappan, 87*, 246-249.
- Halle, T., Forry, N., Hair, E., Perper, K., Wandener, L., Wessel, J., & Vick, J. (2009, June). *Disparities in early learning and development: Lessons from the early childhood longitudinal study and birth cohort (ESLS-B)*. Washington, DC: Child Trends.
- Harmon, D., & Jones, T. (2005). *Contemporary education issues elementary education: A reference handbook*. Santa Barbara, CA: ABC-CLIO, Inc.
- Huntsinger, C., & Jose, P. (2009). Parental involvement in children's schooling: Different meanings in different cultures. *Early Childhood Research Quarterly, 24*, 398-410.
- Johnson, C., Lee, H., & Templeton, R. (2003, April). *Challenges in Early Childhood Environments: Voices from the field*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Lisenbee, P. (2009). Whiteboards and web sites digital tools for early childhood curriculum. *Young Children, 64*, 92-95.
- Machado, J., & Botnarescue, H. (2008). *Student Teaching Early Childhood Practicum*. Clifton Park, NY: Delmar Learning.
- Pianta, R.C., & Hadden, D. S., (2008). *What we know about the quality of early education settings: Implications for research on teacher preparation and professional development*. Arlington, VA: National Association of State Boards of Education.
- Roopnarine, J., & Johnson, J. (2009). *Approaches to early childhood education*. Saddle River, NJ: Merrill.
- Scheinart, L., & Weikart, D., (1998). Why curriculum matters. *Educational Leadership, 55*, 57-60.

- Swaminathan, S., & Wright, J. (2003). Educational technology in early and primary years. In J. Isenberg & M. Jalongo (Eds.), *Major trends and issues in early childhood education: Challenges, controversies, and insights* (136-149). New York: Teachers College Press.
- Swiniarski, L. (2003). Global education why and when to teach it. In J. Isenberg & M. Jalongo (Eds.) *Major trends and issues in early childhood education: Challenges, controversies, and insights* (164-176).
- U.S. Department of Education, Institute of Education Sciences. (2009). *The creative curriculum for preschool*. Washington, DC: What Works Clearinghouse.
- U.S. Department of Education, Institute of Education Sciences. (2009). *The success for all*. Washington, DC: What Works Clearinghouse.
- Van Horn, M., Karlin, E., Ramey, S., Aldridge, J., & Snyder, S. (2005). Effects of developmentally appropriate practice on children's development: A review of research and discussion of methodological and analytical issues. *Elementary School Journal*, 105, 325-351.
- Washburn, A., Hamre, B., Downer, J., & Pianta, R. (2006). Teacher and classroom characteristics associated with teachers' ratings of prekindergarten relationships and behaviors. *Journal of Psychoeducational Assessment*. Advance online publication. doi 10.1177/0734282906290594
- White, C., & Isenberg, J. (2003). Developmental issues affecting children. In J. Isenberg & M. Jalongo (Eds.), *Major trends and issues in early childhood education: Challenges, controversies, and insights* (13-29).
- Wilson, K., Pianta, R., & Sthulman, M. (2007). Typical classroom experiences in first grade: The role of classroom climate and functional risk development of social competencies. *Elementary School Journal*, 108, 81-96.
- Wright, C. (2004). Setting the foundation for lifelong learning: Importance of the early years. In M. Shaughnessy (Ed.), *Education in the New Millennium*, (1-13). Lanham: University Press of America.
- Zaslow, M., Tout, K., Halle, T., & Forry, N. (2009, May). Multiple purposes for measuring quality in early childhood settings. (Issue Brief #2). Washing, DC: Child Trends.
- Swiniarski, L. (2003). Global education why and when to teach it. In J. Isenberg & M. Jalongo (Eds.) *Major trends and issues in early childhood education: Challenges, Controversies, and insights* (164-176).