IECE 520
Organizing Programs for Interdisciplinary Early Childhood Education
Fall 2008

Instructor: Vicki D. Stayton, Ph.D.
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Class Meeting Times: 4:00 – 6:45 PM, CDT
Class Meeting Days: Monday
Location: TPH 130 Main Campus; Elizabethtown; Glasgow
Office Hours: By appointment

Western Kentucky University Information Number: 745-4845 (School closing information due to weather)

Course Description
Rationale for IECE for children birth through 5 years of age, service delivery options, teaming issues and typical and atypical development specific to sensory, physical, and social-emotional disabilities. Thirty (30) hours of field experience are required.

Pre-requisites
Admission to the IECE master’s program

Course Policies, Expectations and Requirements

- Students are expected to attend all classes and to have completed assigned readings prior to each class. If an absence is unavoidable, (a) students are expected to contact the instructor, prior to the class session or as soon thereafter as possible, and (b) students are expected to take responsibility for all missed information and material.
- Active class participation based on professional experiences and assigned readings is expected.
- Course materials, announcements, etc. will be made available via Blackboard and e-mail. The WKU e-mail address will be used for all students.
- All written assignments will be typed and conform to standards of documentation, organization, mechanics, and legibility (i.e., adhere to APA format). Assignments not adhering to these standards will result in lower scores. Plagiarism as defined in the university catalog is not acceptable and may result in failure of the course. Students are expected to use person-first language.
- The course schedule, topics, assignments, and procedures are subject to change as deemed necessary by the instructor or in the case of extenuating circumstances.
- Make-up quizzes will not be given.
- In lieu of a final examination, students are expected to meet for class during exam week at the Bowling Green campus.
- All students are required to complete thirty (30) hours of field experience in this course. According to university policy, all students completing field experiences are required to have the following documents on file in the Teacher Assistance Center, Room 408 Tate Page Hall: current TB test, current physical, current criminal background check (thumbprint). It is the student’s responsibility to obtain the appropriate forms and submit the documents BEFORE beginning field experience directly to the Teacher Assistance Center. Questions should be directed to Tammy McComb at 270-745-6571 (fax: 270/745-3442) or tammy.mccomb@wku.edu.
- Field experience hours must be documented. Failure to complete and document thirty (30) hours of field experience will result in an automatic grade of F for the course, regardless of point accumulations on assignments.
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disability Services.

Textbooks and Readings


Additional readings may be assigned by the instructor.

Content Outline
1. Historical and philosophical basis of ECE and ECSE
2. Social/emotional development, typical and atypical
3. Motor development, typical and atypical
4. Program models and service delivery options
5. Interdisciplinary and interagency teaming
6. Partnerships with families
7. Program development/administrative issues in IECE
8. Trends and issues in ECE/ECSE, including cultural and linguistic diversity and ELL

IECE Teacher Standards
I. Design and organize learning environments, experiences, and instruction that address developmental needs
II. Create appropriate learning environments that are supportive of developmental needs
V. Reflect on and evaluate teaching and learning situations, environments, and programs
VI. Collaborate and consult with staff in a team effort, volunteers, families, and other providers
VII. Engage in self-evaluation of teaching and management skills
VIII. Support and promote the self-sufficiency of families
X. Leadership

Course Objectives
1. Discuss the historical, philosophical and legislative basis of ECE/ECSE.
2. Discuss legislation and social policy related to cultural diversity.
3. Discuss philosophical underpinnings of ECE/ECSE.
4. Discuss the philosophical basis for the unification of the fields of ECE and ECSE.
5. Discuss ethical and policy issues related to educational, social, and medical services for young children and families.
6. Discuss theories of child development and research models in both typical and atypical perspectives with emphasis on motor, social-emotional, and adaptive development.
7. Discuss potential impacts of general and specific disabilities, delays or risk factors on motor, social-emotional, and adaptive development.
8. Discuss the assessment process in ECE/ECSE.
9. Identify typical organizational structures and service delivery models in ECE/ECSE.
10. Discuss curriculum models in ECE/ECSE with varying philosophical bases.
11. Discuss models of multidisciplinary, interdisciplinary, transdisciplinary team process as applied within and between service settings.
12. Discuss family-centered services in ECE/ECSE programs.
13. Identify current trends and issues in ECE/ECSE.
14. Develop a plan with regard to own professional development.
15. Demonstrate proficiency in oral and written communication.
16. Adhere to professional ethics and standards.
17. Read and critically apply professional literature.

Assignments
1. Quizzes. Four (4) quizzes worth 25 points each will be given. Quizzes will be based on readings, class discussions, and handouts.

2. Journal Article Abstracts. Each student will read and provide a written summary of five (5) research articles. Articles must be selected from a list provided by the instructor and address two (2) of the topics/categories in that list. **Two articles must be selected for one topic, and three articles selected for a second topic.** A performance task with specific guidelines and a scoring rubric will be provided by the instructor. This assignment is a critical performance for this course, and thus, the abstracts must be uploaded into the electronic portfolio system. The electronic portfolio system can be accessed by going to [http://edtech.tph.wku.edu/~eps/](http://edtech.tph.wku.edu/~eps/). If you have not previously used the electronic portfolio system, you will need to register as a new student (see that link). Instructions for use of the system are included in the Instructions for Students link. The abstracts will not be graded until they are uploaded to this system.

3. Field Experience. Each student will complete a minimum of 30 hours of field experience. This should include at the minimum observation in three different types of early childhood programs (e.g., state funded preschool, First Steps, Montessori, Headstart, childcare). A minimum of 10 hours of observation must be completed with a developmental interventionist with First Steps, and a minimum of 10 hours of observation must be completed in a state-funded (i.e., public school) preschool setting, unless otherwise negotiated with the instructor. The third setting is to be agreed upon by the instructor as part of the Individual Education Plan. Products to be submitted to the instructor will include: (1) a daily log reflecting on what is observed, (2) a summative reflection of what is learned from each setting, and (3) and a product to be negotiated on an individual basis and included in the Individual Education Plan. A field trip to a NICU may be scheduled and used as the third placement. Students must document hours of observation using the form provided.

4. School-Based Council Presentation. Students will work in groups to prepare a written program proposal and present the proposal to a panel of practitioners and administrators. Proposals will be based on a community profile and identified problem distributed in class. Each group will be assigned to focus on either an early intervention (birth to three) or a preschool (three to five) program. A small amount of class time will be devoted to group work; students should plan to communicate and/or meet outside of class time in order to complete the assignment. Specific guidelines and a scoring rubric will be provided by the instructor.

5. Discussion Board Assignments. Three Discussion Board Assignments will be required in lieu of IVS class sessions. Directions and rubrics will be posted on Blackboard. Each Discussion Board Assignment will be worth 20 points and must be completed by the timelines included in the assignment directions in order to obtain maximum credit.

Individual Education Plans. Each student will submit an individual plan for assignments 2, 3, and 4 that includes goal and objective statements, activities, timeline, and products to be submitted. Students should use the course objectives, and full assignment descriptions to determine individual goals for learning. Students are expected to generate the Individual Plan Form on the computer as a table in landscape format.

Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes 4 @ 25 points each</td>
<td>100</td>
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<tr>
<td>Discussion Bd. Assignments 3 @ 20 points each</td>
<td>60</td>
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<tr>
<td>Journal Article Abstracts 5 @ 20 points each</td>
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<tr>
<td>Field Experience Products</td>
<td>150</td>
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<tr>
<td>School-Based Council Presentation</td>
<td>125</td>
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<td><strong>Total Points</strong></td>
<td><strong>535</strong></td>
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482 – 535 = A
428 – 481 = B
375 – 427 = C
321 − 374 = D
\leq 320 = F
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>8-28</td>
<td>Course Introduction</td>
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<tr>
<td>9-1</td>
<td><strong>No Class – Labor Day</strong></td>
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<tr>
<td>9-8</td>
<td>Definitions/Glossary of Terms</td>
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<td>9-15</td>
<td>DEC/NAEYC Codes of Ethics</td>
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<td>Morrison Ch 4, App. C (533-535)</td>
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<td>9-22</td>
<td>Research Base for ECE/ECSE</td>
<td>Morrison Ch 10 (305)</td>
<td>2nd Draft Individual Plans</td>
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<td>9-29</td>
<td>Research Base for ECE/ECSE (cont’d.)</td>
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<td>Legislative Base for ECE/ECSE</td>
<td>Hooper &amp; Umansky 1</td>
<td>Quiz #1</td>
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<td>Morrison Ch 2(49-54), 8, 16</td>
<td>Final Draft Individual Plans</td>
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<td>Morrison Ch 8, 16</td>
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<td>10-20</td>
<td>EC/ECSE Services in KY: State Funded Preschool, etc.</td>
<td>Discussion of Site-Based Council Presentation</td>
<td>Quiz #2</td>
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<td>10-27</td>
<td>EC/ECSE Services in KY: First Steps – Nan Slaughter</td>
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<td>Individual Plan-Site Based Council</td>
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<td>11-3</td>
<td>Philosophical Orientations</td>
<td>Morrison Ch 5, 6</td>
<td>Journal Article Abstracts Due – Uploaded in Electronic Portfolio</td>
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<td>Group Meetings – Site-Based Council Presentation</td>
<td>Hooper &amp; Umansky  Ch 5 (171-175)</td>
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<td>11-10</td>
<td>Program Models and Service Delivery Options</td>
<td>Hooper &amp; Umansky 5 (149-155, 168-171)</td>
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<td>Cultural/Linguistic Diversity, ELL</td>
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<td>Hooper &amp; Umansky Ch 3, 5(155-167)</td>
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<td>Site-Based Council Presentations</td>
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<td>Site-Based Council Presentations at BG campus</td>
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<td>12-8</td>
<td>Complete field placements</td>
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<td>Field Experience Products Due</td>
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