Department of Elementary & Early Childhood Education
SYLLABUS
EDCI 5360 Trends and Issues in Childhood Ed Fall 2009

Delivery
On site/On line/Hybrid

Required Materials

Conceptual Framework
Belief Statement
The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

Mission
As a cornerstone of the institution for over 130 years, the University of Central Missouri’s teacher education program shapes teachers and other school professionals who are well grounded in theory, display competence in content knowledge, and are prepared with strategies to ensure success for all learners. The teacher education program prepare individuals as professional educators for an ever-changing, culturally diverse population; provides support and service to schools in meeting their present and future challenges; and promotes research and scholarly activities. Teacher education is a campus-wide responsibility, a commitment that reflects the honor and worth of serving in a vital profession.
Course Description: There will be a critical examination of current issues influencing early and middle childhood education. Topics will include both historical and contemporary views of childhood education, as well as social, educational, and economic policies that shape the practices within schools.

Format of Course: On site/on line/hybrid delivery. This course using inquiry learning, collaborative teamwork and analysis of practice and be will be conducted in a seminar format. The class will include interactive class time, electronic learning, certificate-specific meetings and activities, and independent study. Instruction will be provided through relevant discussion of the experiences of professional educators related to the objectives listed below:

Goals, Objectives, and Standards: Course Goals:

General Objectives:

- Understand the relationship between the community, schools, and families. (Schools, juvenile courts, social workers, extended families, etc.)
- Investigate how the home, school, community can impact/cause/lead to positive and negative behaviors.
- Understand that it takes the total community to service the needs of children.
- Develop an understanding of different systems within a community and how these connect to each other, both directly and indirectly.
- Recognize that individuals/families function differently based on their professional, cultural and socio-economic backgrounds, and makeup.
- Analyze different methods of communication in order to facilitate greater understanding between people.
- Recognize the value of the role of different systems within a community in facilitating the development of responsible citizens.
- Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and other public policies affecting children, families and human service agencies.
- Develop a better working relationship between home, school, & community agencies.
- Develop strategies for improving the life of all citizens and in particular those of children, families and human service agencies.
- Value the differences in the culture of communities, schools, and families.
- Recognize the limitations of different systems including schools in servicing children.
- Demonstrate the need to work effectively as a member of a professional team.

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Specific National Board for Professional Teaching Standards that apply to this course:

Early Childhood (ages 3 – 8)
(1) I. Understanding Young Children
(2) II. Equity, Fairness and Diversity
(3) IX. Reflective Practice

Middle-Childhood (ages 7 – 12)
(1) I. Knowledge of Students
(2) IV. Respect for Diversity
(3) X. Reflection
(4) XI. Contribution to the Profession

Standards: The following standards/competencies provide guidance for the course:

Early Childhood/Generalist Standards  http://www.nbpts.org
I. Understanding Young Children (p. 7)
Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.

II. Equity, Fairness, and Diversity (p. 11)
Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness, and dignity.

III. Assessment (p. 15)
Accomplished early childhood teachers recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children’s activities and behavior, analyzing, communicating, and using the information they glean to improve their work with children, parents, and others.

IV. Promoting Child Development and Learning (p. 19)
Accomplished early childhood teachers promote children’s cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

V. Knowledge of Integrated Curriculum (p. 29)
On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.

VI. Multiple Teaching Strategies for Meaningful Learning (p. 45)
Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.

VII. Family and Community Partnerships (p. 51)
Accomplished early childhood teachers work with and through families and communities to support children’s learning and development.

VIII. Professional Partnerships (p. 55)
Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families.

IX. Reflective Practice (p. 59)
Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.

Middle Childhood/Generalist Standards (NBPTS) http://www.nbpts.org

I. Knowledge of Students (p. 7)
Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.

II. Knowledge of Content and Curriculum (p. 11)
Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.

III. Learning Environment (p. 23)
Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

IV. Respect for Diversity (p. 27)
Accomplished teachers help students learn to respect and appreciate individual and group differences.

V. Instructional Resources (p. 31)
Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.

VI. Meaningful Applications of Knowledge (p. 35)
Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

VII. Multiple Paths to Knowledge (p. 39)
Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

VIII. Assessment (p. 43)
Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

**IX. Family Involvement (p. 47)**
Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.

**X. Reflection (p. 51)**
Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.

**XI. Contributions to the Profession (p. 55)**
Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

**Course Policies**

**Class Discussion:** Students will be assessed by their contribution to the class discussions throughout the semester. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

**Assignments and Grading Policies**

**Assignments** are not limited to, but will/may include the following:

A. Student will develop a Research Project that addresses a trend or issue of choice appropriate to early or middle childhood. A minimum of five research-based sources must be used to provide a literature review and analysis of research. (72 points)

Student will gather artifacts and other materials that provide evidence of effective teaching related to his/her research topic of choice.

B. Students will orally present their Research Project. (28 points)

C. Student Participation (25 points)

D. Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 93%</td>
</tr>
<tr>
<td>B</td>
<td>92 - 83%</td>
</tr>
<tr>
<td>C</td>
<td>82 - 73%</td>
</tr>
<tr>
<td>D</td>
<td>73 - 60%</td>
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**Course Schedule**

On site/on line/hybrid

**Library Services**
Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at [http://library.ucmo.edu](http://library.ucmo.edu). For research assistance, you may contact the Reference Desk: Phone: (660) 543-4154; Email: reference@libserv.ucmo.edu; AIM: JCKLReference; RefChat: [http://library.ucmo.edu/chat](http://library.ucmo.edu/chat)

**Early Alert**
As part of the College of Education commitment to building a positive, student-centered learning community that supports the success of every student, this faculty member participates in the UCM Early Alert Program. (*include this only for Freshman and Sophomore courses.*)

**Office of Accessibility**
Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (660) 543-4421.
**Academic Honesty**  All students are expected to adhere to the University's policies on academic honesty. See: [http://www.ucmo.edu/access/7.htm](http://www.ucmo.edu/access/7.htm)

**Student Graphic Image Policy**  While engaging in Department of Elementary and Early Childhood Education (ECEL) activities, either on or off campus, no students shall take or transmit pictures with camera cell phones or similar devices. Other digital and non-digital media use requires written approval from the person or parent or guardian of a minor child used as any part of the subject of the picture.

Where the images are gathered as part of work in a preK-12 classroom, the policies of the school/school district regarding images will be followed. Host teachers must be consulted to determine whether written approval has been obtained.

In cases where school or school district policy does not apply, The person taking the picture or other graphic image must keep photo release forms for a minimum of seven years. These forms will be made available to the Department or other University official upon request. Faces of minors used in ECEL class assignments cannot be used for publication either in hard copy or digitally.