

Eastern Kentucky University
Department of Family & Consumer Sciences
CDF 203 Philosophical & Historical Foundations of Early Childhood Education
CRN XXXX
3 Credit Hours
Spring XXXX

Professor:

Office:

Phone:

Email:

Office Hours:

Course description:

CDF 203 Philosophical & Historical Foundations of the EC Professional (3) I, II. An orientation to the profession: Exploration of the qualities, expectations, & responsibilities of an EC professional. Relationships among early learning standards, history of the profession, interdisciplinary fields, professional organizations, & philosophical approaches.

Required Text:

Feeney, S., Moravcik, E., & Nolte, S. (2015). *Who Am I in the Lives of Children?*. 10th ed. Pearson.

Additional Required Readings Available on the Internet:

NAEYC Accreditation Standards

Commonwealth of Kentucky's Licensing Requirements

Commonwealth of Kentucky's Early Childhood Standards

(Others as assigned)

Student Learning Outcomes:

After completing the course, the student will be able to:

1. Develop an individualized plan for earning a degree in Child and Family Studies	IECE Standard V, VII	CAEP Standard 5	NAEYC Standard 6.c	CEC Standard 6.4	KTS Kindergarten Standard 9.2, 9.4	InTASC Standard 9, 10

2. Explore and evaluate career opportunities in the Early Childhood profession	IECE Standard V, VII	CAEP Standard 5	NAEYC Standard 4.d	CEC Standard 6.1	KTS Kindergarten Standard 7.3, 9.2, 9.4	InTASC Standard 9, 10
3. Describe the role of the EC professional in relation to diversity of children and families due to learning style, race, culture, language, socioeconomic status and/or exceptionality	IECE Standard V, VIII	CAEP Standard 2	NAEYC Standards 2.a, 6.b, 6.e	CEC Standard 6.3, 7.2	KTS Kindergarten Standard 4.2, 7.3	InTASC Standard 9, 10
4. Assess his/her potential for success and satisfaction in the Early Childhood profession	IECE Standard V, VII	CAEP Standard 5	NAEYC Standard 2.c, 4.d	CEC Standard 6.2	KTS Kindergarten Standard 7.2, 7.3	InTASC Standard 9, 10
5. Apply content areas to young children's development and learning	IECE Standard I	CAEP Standard 2	NAEYC Standard 3.a, 5.b	CEC Standards 5.2, 5.4, 5.5, 5.7	KTS Kindergarten Standard 4.1, 4.2, 4.5	InTASC Standard 5
6. Explore philosophical and historical influences upon 21st century early childhood program and education	IECE Standard V, VII	CAEP Standard 1	NAEYC Standard 6.a	CEC Standard 6.2	KTS Kindergarten Standard 9.1, 9.2	InTASC Standard 9, 10

7. Identify relevant professional resources and deepen the understanding for the EC profession	IECE Standard V, VI, VII	CAEP Standard 5	NAEYC Standard 5.a	CEC Standard 7.3	KTS Kindergarten Standard 8.2	InTASC Standard 4, 9, 10
8. Summarize national accreditation standards, state licensing requirements, and national and state early learning standards	IECE Standard V, VII	CAEP Standard 2,5	NAEYC Standard 6.b	CEC Standard 6.1	KTS Kindergarten Standard 9.1, 9.2, 9.4	InTASC Standard 9, 10

Mid-term grades will be posted and final grades. All assignment grades will be posted in grade center on Blackboard course site. IECE students are required to enroll in CED 100 while taking CDF 203. IECE students are also responsible for uploading assessments into TaskStream.

Evaluation Methods:

CDF 203 grades will be assigned according to the number of possible points (500 points) accumulated during the semester:

Exams	200 points
ECE Website Review	25 points
Child Development Brochure	50 points
Quiz for Chapters 7 to 9	30 points
Creativity Assessment	50 points
Collaboration Assessment	50 points
Philosophy of Education	100 points (50 peer review, 50 instructor)
Participation/Attendance	50 points
Total	555 points

Grading Scale:

- A= 499 - 555 pts
- B= 443 - 498 pts
- C= 386 - 442 pts
- D= 330 - 385 pts
- F= < 329 pts

Praxis Case Exam:

IECE students enrolled in CDF 203 need to plan to take the Praxis CASE exam during the same school year. IECE students will not be able to enroll in higher level clinical courses (ex. CED 300) without completing this examination. Candidates must have a minimum passing score in each of the following test areas:

Praxis Core Academic Skills for Educators (CASE):

- Reading (156);
- Writing (162);
- Mathematics (150)

Writing Assistance

The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.ecu.edu/> or call 859-622-7330.

Financial Aid:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to ECU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

Student Progress:

Mid-term grades will be posted March 6th and final grades will be posted on May 15th. All assignment grades will be posted in grade center on Blackboard course site. Students are required to enroll in CED 100 while taking CDF 203. Students will meet as necessary to complete all clinical tasks and required coursework for CED 100.

Additional IECE requirements will be included within the syllabus and grading rubric for CED 100 on that Bb site.

Attendance Policy:

Attendance is taken at the beginning of each class. Regular class attendance and participation is expected of all students. Research indicates that students who regularly attend class are more likely to succeed. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved

activities (accompanied by a university excuse), documentable illness (yours or your child's), and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students should be prepared to document the reasons for the absence. If an absence is unavoidable, students are still responsible for all readings, work, materials, and assignments. Consult the instructor during office hours or before/after class and with classmates for information you may have missed. Check Blackboard and follow the course outline and syllabus to keep current with the course. **IT IS YOUR RESPONSIBILITY TO GET CAUGHT UP ON INFORMATION YOU MAY HAVE MISSED.** The attendance policy of the Department of Family & Consumer Sciences is consistent with Eastern Kentucky University Regulation 4.1.6R. For more information visit http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

Interruptions Or Cancellations:

In the event that a class meeting must be cancelled, an assignment will be posted to Blackboard to substitute the face-to-face class.

Remind App:

The instructor will be using the Remind App to communicate with students, along with Blackboard. Students can download the Remind App on their smartphones for free and sign-up for updates for CDF 203. This is optional, but it may provide you with the most update information regarding weather cancellations or reminders about upcoming assignments. To sign-up for our course, you can go to: <https://www.remind.com/join/cdf20>

Communication With The Instructor:

The best method of communication with me is by email. I will return all emails within 48 hours, but hopefully I will get back with you sooner. A large portion of my job includes going to schools during the day to visit clinical students and student teachers, so I am not always at my desk during the day. If you have a question about an upcoming assignment, please make sure to email me with questions **at least** two days before the assignment is due so that I can assist you before the assignment must be turned in for a grade. If multiple students email me with the same question, then I will send one response to all students by Blackboard and/or Remind.

Drop And Withdraw Dates:

Students should refer to <http://colonelscompass.eku.edu/deadlines> for specific dates related to withdraws, fees and refunds.

Last date to drop a full semester course is xxxxx .

Last date to withdraw with a “W” grade but no fee is xxxxx.

Last date to withdraw from a full semester course is xxxxx. *You will receive a “W” grade and fees will be charged.*

Academic Integrity:

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. For current policy please refer to the following link: <http://www.academicaffairs.eku.edu/syllabi/>

Disabilities Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Official E-Mail:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. Use this account for all EKU correspondence.

University Attendance Policy:

For current Regulation please refer to the following link:

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf

Inclement Weather Plan:

See adjusted schedules at the following link:

<http://www.eku.edu/weather/richmond-campus-inclement-weather-plan>

Student Drop Box:

There is a 'drop box' in the main office where students may leave work and messages for faculty. Students must write the name of the faculty member on the item and date/time stamp it. The date/time stamp is kept on the table near the drop box. (Simply press down on the stamp and it will imprint the date and time your work is dropped off.) Office staff will deliver the items to faculty mailboxes periodically during the day. If the item is too large for the drop box, office staff will provide assistance.

Personal Electronic Policy:

Personal Electronic Devices: Student personal electronic devices such as cell phones, iPods, etc. are to be turned off or silenced during class. Any student's personal electronic device seen during class may be held by the instructor until the end of class. Students wishing to use personal electronic devices such as laptops or e-readers during class for e-text reference or note taking should discuss this with the instructor *during the first week of class*. The instructor may approve use on an individual basis.

Department Examination Policy:

Electronic devices cannot be used during exams-e.g. cell phones, calculators, electronic translators. Calculators will be provided by the course instructor when necessary. Hats must be removed during exams.

Fcs Department Tentative Advising Dates:

Wednesday and Thursday, xxxxx (tentative dates)

You **MUST** make an appointment with your advisor for pre-registration advising. (Department DAY classes will be cancelled.)

Student Behavior:

Student behavior in the classroom will be consistent with a safe and respectful learning environment for all attendees.

Course Requirements:**Exams 200 pts**

- There will be midterm and final exams. Exams may be a combination of multiple choice, true/false, and/or short answer. The exams will be administered online in Black Board on an assigned day. The test questions will be taken directly from the course text book, so it is essential to do the required reading for the course.
- Students should have access to a reliable computer and the exams **MUST** be taken during the period assigned. The instructor will work with students to ensure the exam window allows adequate access.
- There will be no make-up so make sure your computer and internet connection is reliable before taking the exams. Remember, you can always use a computer on campus if necessary for adequate internet access and reliability.

ECE Website Review 25 points

Each student will be asked to review the website for three early childhood programs in the region. You will be given a template to look for certain quality indicators. The completed templates for all three websites will be uploaded into Blackboard. There will be a class discussion on how the websites benefit the childcare programs and if they reflect the quality of the program.

Child Development Brochures 50 points

Each student will be asked to create four 1-page child development tri-fold brochures for the following age groups: infants, toddlers, preschoolers, and school-age children. Each one-page brochure should include developmental milestones in the physical, social/emotional, cognitive, and language domains. The finished brochures will be uploaded into Blackboard, and each student will bring physical copies to class the evening that the assignment is due.

Quiz on Chapters 7 through Chapter 9 30 points

The quiz may be a combination of multiple choice, true/false, and/or short answer questions. The quiz will be administered online in Black Board on an assigned day. The test questions will be taken directly from the course text book, so it is essential to do the required reading for the course.

Creative Assessment 50 points

NAEYC Standard: 5.b

CEC Standards: 5.2, 5.7

In this assignment, candidates will write a 400-word (*350 minimum*) reflection on “creativity.” Candidates must demonstrate that they know what creativity is, can identify how teachers promote creativity in their students, and they can envision how they might help their own future students become more creative. To accomplish this task, candidates are to look for examples of teachers promoting creativity in the classroom during clinical observations.

The reflection will have two sections:

Section 1: Identifying Creativity

Briefly describe how the episode you observed stimulated creativity in the students. What did the teacher do? What did the students have to do in response? What was creative about the episode you observed or the products the students produced?

Section 2: Reflection on Creativity

Relating to the episode you observed, briefly describe how you envision stimulating creativity in your own future classroom. What would you do the same as the teacher you observed, and why? What would you do differently, and why?

The reflection must be posted to your TaskStream Evaluation Portfolio and submitted to your instructor for evaluation. A specific due date will be provided by your instructor.

Collaboration Assessment 50 points

NAEYC Standards: 2.a, 2.c

CEC Standards: 7.2, 7.3

In this assignment, candidates will write a 400-word (350 *minimum*) reflection on an episode of collaboration observed by the candidate (or from one of our video resources). Candidates should focus on collaboration among teachers or how professional educators work together for the benefit of their students.

Professional collaboration can be a difficult thing for candidates to witness during visits to the school because much of that collaboration happens outside the classroom, before or after school, or during planning periods. If your clinical observations do not allow you to witness an episode of professional collaboration, you may choose to watch a video as an alternative.

The reflection will have two sections:

Section 1: Identifying Collaboration

Briefly describe the interaction that you observed. Name the faculty members who were collaborating? Were any non-teaching staff involved (counselor, principal)? What were the educators trying to accomplish? What happened? What did the teachers do? Did they develop some kind of plan? What was likely to be different for students as a result of the collaboration?

Section 2: Reflection on Collaboration

Relating to the episode you observed, briefly describe how you envision collaborating as a future teacher? Do you naturally tend to collaborate, or do you prefer to work alone? What would you do the same as the teachers you observed, and why? What would you do differently, and why?

The reflection must be posted to your TaskStream Evaluation Portfolio and submitted to your instructor for evaluation. A specific due date will be provided by your instructor.

Personal Philosophy of EC Education 100 pts

Students will generate their “Philosophy of Early Childhood Education” during the semester. There will be an informal check during the semester and a peer review during our last, in-class meeting. The peer review will account for half of your final grade. A grading rubric and criteria will be posted in Blackboard.

Participation/Attendance 50 points

Due to the significant amount of information that will be taught in this course by guest speakers, attendance is essential. Students will need to provide documentation for excused absences in accordance with the university attendance policy.

Course Outline:

The instructor reserves the right to make changes as necessary to the syllabus and timeline based on the needs of the students and pacing of instruction. Students will be notified of any changes in advance when possible.

Date	Topic	ASSIGNED Readings / Due dates for Assignments
	Syllabus, Expectations The Teacher	Chapter 1
	Guest Speaker – Samantha Ernest The Field of ECE and the History of Early Education	Chapters 2 & 3
	Child Development	Chapter 4 Review of 3 Early Childhood Websites Due
	Observing and Assessing Young Children Guest Speaker – Beth Morton	Chapter 5 Child Development Brochures Due
	Relationships & Guidance Guest Speaker – Eamonn Fitzgerald	Chapter 6
	Online Mid-Term Exam	Chapters 1-6
	Health, Safety & Well Being Online Assignment No Face-to-Face Class	Chapter 7
	Spring Break	Have Fun & Rest!
	The Learning Environment Guest Speaker – Shelly Rogers	Chapter 8 First Draft of Philosophy of Education Due
	Understanding Play Guest Speaker – Holly LaFavers	Chapter 9
	The Curriculum Guest Speaker - BJ Short	Chapter 10 Online Quiz for Chapters 7-9
	Curriculum Planning	Chapter 11 Creativity Assessment Due

	Including ALL Children	Chapter 12 Bring Philosophy of Education to class for peer review
	Partnerships with Families Guest Speaker – Lori Bone	Chapter 13 Collaboration Assessment Due
	Becoming an Early Childhood Professional	Chapter 14 Philosophy of Education Due
	Online Final Exam	Chapters 10-14