

MISSISSIPPI VALLEY STATE UNIVERSITY

COLLEGE OF EDUCATION

**Course Syllabus
for**

EC 312 Adapting the Learning Environment

Fall 2018

3:00 p.m. – 4:15 p.m.

Tuesday & Thursday

Dr. Alfred Boyd, Jr. Assistant Professor

The College of Education Theme: *The Holistic Transformers: Transforming and Developing Scholars, Reflective Thinkers and Facilitators, and Responsible Professionals who in turn will change and transform the Delta and the society beyond.*

MISSISSIPPI VALLEY STATE UNIVERSITY
College of Education

Course Syllabus for
ORGANIZATIONAL THEORY
EC 312
Adapting the Learning Environment

Instructor: Dr. Alfred Boyd, Jr.
Office: 185
Office Phone: (662)254-3708
Office Hours: Monday- 9:00 –12:00 a.m.
Tuesday- 9:00 - 10:45 a.m., 12:00 – 1:00 p. m., 2:15 – 3:00 p.m.
Thursday-9:00 - 10:45 a.m., 12:00 – 1:00 p. m., 2:15 – 3:00 p.m.
Room: O P Lowe Education Building 178

If you are not able to meet with me during my regular office hours, feel free to email me to arrange a day and time that best suits your schedule.

E-mail Address: alfred.boyd@mvsu.edu

Required Text: Penny Low Deiner
Inclusive Early Childhood Education: Development, Resources, and Practice , 6th Edition

Course Description:

The major focus of this course will incorporate an in-depth study of theories and practices in Early Childhood Education. Research does exist, which proves traditional and former beliefs of education, which have helped build competent and effective early childhood education programs.

Credit Hours: 3

Prerequisite(s): Must meet the requirements for entry into the Early Childhood Program

I.Course Description:

The major focus of this course will incorporate an in-depth and exploration of early intervention strategies. It provides procedures and strategies for facilitating the successful inclusion of young children with disabilities in early childhood settings using developmentally appropriate practices. (3 hours)

II.Purpose:

This course is designed to help pre-service teacher candidates in early childhood education to acquire the knowledge of inclusion and early intervention strategies. Inclusion, as a value, supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. This course, further, provides strategies for activity -based intervention teaching that create an environment that supports the process of learning.

The overriding purpose of the course is to help teacher candidates develop an understanding of what is meant by developmentally appropriate practices in early childhood. Developmentally appropriate practices along with activity-based intervention are the foundations for successful inclusion of young children with disabilities.

III. Course Rationale:

Inclusive early childhood programs are essential for the growth and development of the young children of today's society. Teacher candidates must understand the central themes and principles, such as positive behavioral supports, activity-based intervention, and developmental appropriateness. The teacher candidates must have knowledge of the historical development and current status of these principles and related practices in early childhood programs.

Technology is a tool that is used throughout the course. The instructor presents the chapters on power point presentations. Video clips and other multi-media will be utilized in the class setting. Teacher candidates consult the Internet and library data system, for research dealing with inclusion and early intervention.

This course also focuses on the concept of diversity and how it relates to the inclusive classroom. Diversity is an integral part of the society. There are multicultural considerations for learning and specific strategies for including children with special needs in any classroom setting.

IV. Course Outcomes and Learning Objectives:

Class activities are centered on the attainment of the College of Education outcomes and course learning objectives listed below. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by state and national standards. Following each objective and enclosed in parentheses are abbreviations and numbers that reference the standards. A key to the standards is part of the course syllabus.

Outcome 1: Candidates will demonstrate subject-matter content and professional knowledge that will distinguish the teacher candidate as a perspective Teacher as a Scholar.

Objectives - Knowledge

1. To evaluate the classical perspectives of early intervention strategies. (STAI) (INTASC 1,5) (ACEI 1) (NAEYC 1, 4.4c)
2. To summarize major research findings on the web for inclusive classrooms and other assigned topics. (INTASC 1,4,6,10) (MS K-12) (ACEI 1) (NAEYC 3,4,4c)
3. To demonstrate an understanding of inclusion and developmentally appropriate practices. (ACEI 1) (INTASC 1,2,3,5) (STAI) (NAEYC 4,4b)
4. To research the literature on positive behavioral supports for dealing with young children in the inclusive classroom. (STAI 3,7,8) (INTASC 3,9) (ACEI 3.3a) (NAEYC 4.4b.,4c)
5. To promote a better understanding of the ecological perspective as a means for fostering effective inclusion within early childhood settings (INTASC 7,9,10) (STAI) (NAEYC 1,4).

Outcome II: Candidates will demonstrate the principles of activity-based intervention and how these can be applied within inclusive early childhood settings and the ability to use a range of strategies to promote positive relationships, cooperative, and purposeful learning in the classroom representative of Teacher as Facilitator.

B. Objective - Knowledge

6. Demonstrate the effective delivery of standard-based instruction. (INTASC 7) (STAI) (NAEYC 4.4b)
7. Create and maintain effective intervention strategies (organization of time, space, and activities). (INTASC 5) (STAI) (ACEI 3.1d) (NAEYC 1)
8. Explain teachers and students legal rights. (INTASC 2)
9. Organize content knowledge for student learning by gathering information (INTASC 1,6,7,10) (STAI) (NAEYC 4.4c)

Outcome III: Candidates will creatively implement strategies to teach content, measure the results, and reflect on the experiences in order to make changes, thus, demonstrating Teacher as Reflective Thinker.

C. Objectives - Skills

10. To address the design of child-centered learning environments. (INTASC 8) (STAI) (NAEYC 3).
11. To design activities for special groups that build positive self awareness. (INTASC 1,2,3) (STAI) (NAEYC 4.4d)
12. To write a personal philosophy of early childhood education using the outline and rubric attached to the syllabus (INTASC 5,6)
13. To make an oral and written report on one of the leading advocates of early intervention. (INTASC 1,2,3) (STAI)
14. To use written and oral language to keep the communication among colleagues, students and parents open. (INTASC 9, 10)

Outcome IV: Candidates will demonstrate attitudes, habits, and behaviors representative of Teacher as Life-Long Learners

D. Objectives - Dispositions

15. To demonstrate ethical behavior in working with students in the classroom. (INTASC 10) (NAEYC 5) (STAI)
16. To commit to the continuing development of life-long learning in a inclusive society. (STAI) (INTASC 2,6) (NAEYC 4)
17. To demonstrate positive attitude toward the use of technology in teaching early childhood education. (STAI) (INTASC 9) (ACEI 3.3c) (NAEYC 4.4c)
18. Demonstrate teacher professionalism to enhance classroom instruction. (INTASC 1,7,9) (STAI) (ACEI 5.5a) (NAEYC 5)
- 19 Participate in professional conferences, seminars, and/or workshops that stimulate and promote an enhanced knowledge of the teaching profession. (INTASC 10)(STAI) (SCEI 5.5b)

Course Description:

This course is a study of appropriate methods for preschool programs. Design and application of creative experiences and activities for preschool children in early childhood settings. Field based experiences stressing developmentally appropriate curriculum for preschool children from birth to age five.

Purpose/Rationale:

Teachers use knowledge of child development to identify the range of appropriate behaviors, activities and materials for a specific age group of children from birth to age five. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the appropriate curriculum and learning environment for each group of children.

Course Objectives:

The course objectives are to:

1. Read and understand material from the text. (NAEYC 1a, 1b)
2. Demonstrate knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children. (NAEYC 1a, 4b, 4d) (INTASC 2,5)
3. Demonstrate knowledge of and ability to implement meaningful, integrated learning experiences for young children. (NAEYC 4b, 4c, 4d) (INTASC,7, 6)
4. Identify child outcomes in content areas of language and literacy, mathematical thinking, nature and science, and artistic expression for early education. (NAEYC 4c, 4d) (INTASC 5,8)

5. Demonstrate understanding of teaching strategies to achieve the identified outcomes in content areas. (NAEYC 4b, 4c, 4d)
6. Identify specific positive guidance strategies for use in the early childhood setting. (NAEYC 4a)
7. Demonstrate knowledge of observing and documentation techniques. (NAEYC 3b) (INTASC 8, 10)

Student Evaluation:

This course is offered to candidates who will be teaching Students Birth –eight years-old. To accommodate the range in certifications, the learning environments and assessments of learning will focus on general and specific age/content through authentic assessments, collaborative work, information exchange, PowerPoint's, group projects active/exploratory/inquiry-based learning, and critical thinking and informed decision-making. Writing rubrics will be used for short-answer, essay, and written reports.

Use of Technology:

The use of cellular phones for personal use is prohibited in the classroom. Students should place cell phones on vibrate or silent. The use of cell phone, laptops, iPads and notebooks are to be used when needed for class assignments only, not for leisure purposes during class time.

Americans with Disabilities Act:

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Service for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located outside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

University Policy on Cheating and Plagiarism

Cheating and plagiarism will not be tolerated. If it is established that a violation has occurred, instructors determine the penalty. In this course, the penalty for a first offense involves a grade of zero on the test or assignment. A second offense will be reviewed for more stringent action and will be reported to the division/department chair, the student's advisor, and dean, and will usually result in suspension. Any additional offenses will usually result in expulsion from the university. Please see the university policy on cheating and plagiarism in the current undergraduate bulletin. Please be informed that copying and pasting from another student's work is considered cheating, as is copying and pasting from websites. All assignments and tests in this course are to be completed independently.

Policy for Late Assignments

All assignments are due at the **beginning** of the class period for which they are assigned, regardless of the student's attendance. ***Late assignments will not be accepted.*** If a student must miss a test date, prior arrangements must be made in order to be able to reschedule. Prior arrangements DO NOT include leaving a message on an answering machine or sending a last minute email. Extreme emergency situations will be handled on an individual basis. Make-up assignments will only be granted with a documentable excuse.

Professional Participation

Professionalism is expected of all teacher candidates. Active participation in this class is essential for building a productive learning community. It is expected that students will give freely of their ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Students should exhibit

professionalism in their classes and while working in the field. Some characteristics that are important include punctuality, responsibility, dependability, and a positive, respectful disposition. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing of opinions, and verbally participating in class discussions and activities.

Written Assignments and Academic Misconduct:

All written work submitted must be the student's original work. *All assignments must be bound with an accompanying coversheet listing the name, date, and assignment(s).* It must also conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications, if applicable. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Attendance requirements for this Course:

Attendance is important and *required*. Attendance and punctuality will be documented. Students are expected to actively participate in all class activities, to complete all readings prior to assigned class meetings. *Students are permitted one absence for a class that meets only once a week. Students are permitted 3 absences for a class that meets more than once a week. Every absence thereafter will result in the loss of a "letter grade." Three tardies also equals an absence.* As class activities and discussions often focus on material that is not in found in the text, attendance and participation is critical. Absences DO NOT change expectations or when assignments are due. In addition, opening activities cannot be made up. Students will receive a "0" for any opening activity missed.

Teaching Standards:

Interstate New Teacher Assessment and Support Consortium INTASC (1992)

National Standards:

www.ncaete.org (Links to specialty organization standards and resources), Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), International Reading Association (IRA), National Association for the Education for Young Children (NAEYC), National Council for the Social Studies (NCSS), National Council of Teachers of English (NCTE), National Middle School Association (NMSA).

Instructional Strategies:

Instructional strategies will include lectures, seminar and class discussions, Power Point presentations, poster presentations, guest speakers, group projects, cooperative learning activities, small group and whole group activities, oral presentations and reports by students.

Course Requirements:

Final course grades will be determined by the amount of points accumulated on class participation and assignments. All assignments must be submitted on Blackboard on the Tuesday of the week listed on the course schedule. Final grades for this class will be based on the following:

Professional Participation (8pts./class; 13 classes)	100 Points
Quizzes (4 @ 50 pts ea.)	200 Points

Interviews (3 @100 pts ea.)	300 Points
Special Needs Article critique (5 @ 20 pts. ea.)	100 Points
Final Paper	100 Points
Midterm Exam	100 Points
Final Exam	100 Points
Total	1000 Points

Grading Scale and Criteria:

Grading Scale: % of total points possible

A = 900 - 1000 Points

B = 800 - 899 Points

C = 700 - 799 Points

D = 600 - 699 Points

F = below 600



TENTATIVE COURSE OUTLINE:

	T	R	Assigned reading	Other assignment
August	21 st	23 rd	Introductions Expectations and Guidelines	Syllabus
	28 th	30 th	Chapter 1	Philosophy of Education Statement
	Sept 4 th	Sept. 6 th	Chapter 2	Interview 1 Quiz 1
September	11 th	13 th	Chapter 3	Exceptional Education Article Critique 2
	18 th	20 th	Chapter 4	
	25 th	27 th	Chapter 5 & 6	Interview 2
	23 rd	27 th	Chapter 7 & 8	Exceptional Education Article Critique 3 Quiz 2
October	2 nd	4 th	Midterm Exam	
	9 th	11 th	Chapter 9	Exceptional Education Article Critique 4
	16 th	18 th	Chapter 10	
	23 rd	25 th	Chapters 11 & 12	Quiz 3
	30 th	Nov. 1 st	Chapters 13 & 14	Interview 3
April	6 th	8 th	Chapters 15 & 16	Exceptional Education Article Critique 5
	13 th	15 th	Chapters 17 & 18	Quiz 4
	27 th	29 th	Presentations	
Dec.	4 th	8 th	Final Exam	

Professor reserves the right to adjust course schedule as may be needed to facilitate students' learning of course material or due to unexpected events. Any adjustments will be announced prior to change.

ADA ASSURANCE STATEMENT

Mississippi Valley State University adheres to all applicable federal, state, and local laws, regulations, and

guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the Student Intervention Resource Center (Special Services Facilitator).



Bibliography

- Care and Support for Teaching and Learning (CSTL). 2013. Care and Support for Teaching and Learning Regional Implementation Framework 2014–2018. CSTL.
- Cecil, N., & Lauritzen. P. (2000) Literacy and the arts for the integrated classroom: Alternative ways of knowing New York: Longman.
- Dail, A. R. (2010). Recasting the role of the family in literacy development. *Educational Researcher*, 330-333.
- Deppeler, J. and Ainscow, M. 2016. Using inquiry-based approaches for equitable school improvement. *School Effectiveness and School Improvement*, Vol. 27, No. 1, pp. 1–6.
- Dyson, A., Howes, A. and Roberts, B. 2004. What do we really know about inclusive schools? A systematic review of the research evidence. D. Mitchell (ed.), *Special Educational Needs and Inclusive Education: Major Themes in Education*. London, Routledge.
- Hindman, A. (2010). Ecological contexts and early learning: Contributions of child, family, and classroom factors during Head Start, to literacy and mathematics growth through first grade. *Early Childhood Research Quarterly*, 25,, 235-250.
- Pearson, P. (2010). National reports on literacy: Building a scientific base for practice and policy. *Educational Researcher*, 286-294.
- Shafritz, J.M. & Ott, J.S. (Eds.) (2001). *Classics of organization theory*(5th Edition). Belmont, CA: Wadsworth.
- Scheffner Hammer, C. F. (2010). The language and literacy development of Head Start children: A study using the Family and Child Experiences Survey database. *Language, Speech, and Hearing Services in Schools*, 70-83.
- Schein, E.H. (2004) *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Scott, W. R. & Davis, G. F. (2007). *Organizations and organizing: Rational, natural, and open system perspectives*. Prentice Hall.
- Townsend, M. (2010). The role of the family in literacy development. *Journal of Psychoeducational Assessment*, 28 (2), 115-128.

Websites:

- www.acf.dhhs.gov: Administration for Children, Youth and Families (ACYF)
- www.aasa.org: American Association of School Administrators
- <http://erkps.crc.uluc.edu/ccdece/ccdece.html>: Center for Career Development in Early Care and Education
- <http://www.nl.edu/cec/>: Center for Early Childhood Leadership
- <http://www.edcouncil.org>: Council for Early Childhood Professional Recognition (CDA)
- <http://bsbpa.umkc.edu/mwcal/>: Forum for Early Childhood Organization and leadership Development
- <http://www.naeyc.org>: National Association for the Education of Young Children (NAEYC)





RECEIPT OF COURSE SYLLABUS

This document certifies that I have perused and fully understand the syllabus for EC 200 Organizational Theory. I further certify that my instructor has reviewed and clarified its contents with me. Any and all questions pertaining to its contents were thoroughly explained, and I fully understand the expectations inherent in this course for me.

Student's Name _____ Date _____

Instructor _____ Date _____

Cc: Student
Instructor's File

