I COURSE NUMBER: EDT 510

II COURSE TITLE: Introduction to Transdisciplinary Early Childhood Education

III TERMS OFFERED: Summer 1

IV CATALOG DESCRIPTION: An introduction to the theory base that drives developmentally appropriate practice recommended for working with young children birth through age eight and their families. This course introduces the models of instruction associated with early childhood and early childhood special education.

V ACADEMIC CREDIT: 2 semester hours

VI PREREQUISITES: Acceptance into the cohort group

VII COURSE GOAL:

The School of Education and Allied Professions in conjunction with the University of Dayton’s Vision document has adopted a school wide theme of “Building Learning Communities Through Critical Reflection.” The conceptual framework of the School of Education and Allied Professions embraces diversity for the promotion of social justice, and engages in building a community where the faculty model and candidates develop as scholar practitioners, who engage in critical reflection. The outcome of “Scholarly Practitioner” will be a central theme in EDT 510.

This course serves as an introduction to the Transdisciplinary Early Childhood Program, the cohort group, developmentally appropriate practice for young children ages birth to age 8, and early childhood special education. The students will strive to understand the vision statement of the SOEAP by becoming a community of learners who reflect critically on issues in early childhood. Candidates in this course become immersed in current research about pertinent topics in the fields of early childhood and early childhood special education.

VIII COURSE OBJECTIVES:

A. Child Development and Learning: Program prepares early childhood professionals who:

1. Extend 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 from birth through age 8.
2. Extend knowledge of cultural and linguistic diversity and the significance of sociocultural and political contexts for development and learning; recognize that children are best understood in the contexts of family culture, and society.

3. Extend knowledge of early childhood practice as it relates to the physical, social, emotional, linguistic, cognitive and aesthetic development of all young children birth through age 8.

B. Curriculum Development and Implementation: Program prepares early childhood professionals who:

1. Develop and extend understanding of the importance of play in the early childhood curriculum.

2. Develop an understanding of the need to serve the whole child through a meaningful, relevant and integrated curriculum.

3. Develop an understanding of and ability to articulate the elements that make up quality programming for young children.

C. Family and Community Relationships: Program prepares early childhood professionals who:

1. Extend knowledge of the conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children's families, and programs for young children and the early childhood profession.

2. Develop an understanding of the interrelationships among culture, language, and thought and of the function of the home language in the development of young children.

D. Professionalism: Program prepares early childhood professionals who:

1. Develop and extend knowledge of the University of Dayton's Transdisciplinary Early Childhood Program including the cohort group model, the progression of courses and program requirements including the competencies needed to successfully complete the internship.

2. Develop and extend knowledge of public policy and advocacy related to early care and education.

3. Extend knowledge of the state standards for teacher licensure specifically the Early Childhood and Early Intervention Specialist Licenses as well as the Early Intervention Certificate issued by the board of Mental Retardation and Developmental Disabilities.

4. Extend ability to make decisions by reflecting on practice, articulating a philosophy and rationale for decisions, and continually self-assessing and evaluating the effects of
choices and actions on others (young children, parents, and other professionals) as a basis for program planning and advocacy and continued professional development.

5. Extend ability to actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

6. Extend knowledge of the early childhood profession, its multiple historical, philosophical, and social foundations and how these foundations influence current thought and practice.

7. Identify and evaluate early childhood practice and topics of study in terms of conceptual soundness, significance, and intellectual integrity.

8. Analyze and evaluate current research in the field of early childhood education

9. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

10. Conduct a library database search for sources for a literature review

11. Use a computer to locate and organize information, to communicate, to develop a PowerPoint Presentation, and to format and word process your literature review.

IX. COURSE TOPICS  (Listing of units to be covered)

A. Yahoogroups, Word, PowerPoint and other technology enhancements
B. The University of Dayton's Transdisciplinary Early Childhood Program
C. State Standards for Licensure, Certification and Endorsement
D. Developmentally Appropriate Practice: Models and Philosophy
E. Theories that drive early childhood practice
F. Research-based practice
G. Current Trends in ECE
H. The Role of the Transdisciplinary Team in Early Childhood Practice
I. Collaboration, Team Decision Making and Conflict Resolution
J. Advocacy and Early Childhood Policy
K. The Role of the Family in Early Childhood Programming
L. The Impact of Culture
M. Professionalism and Ethical Conduct and the Law
N. Reading and reporting research
O. APA Writing Style and Library Research Techniques

X. TEACHING METHODS

A. Lecture
B. Discussion
C. Cooperative and individual problem solving
XI. INSTRUCTIONAL TECHNOLOGY: During this course students will expand their knowledge of conducting web and other computer-driven data-base searches. Students will learn to evaluate the reliability of information found on the internet as they develop and word process a literature review using APA style. Students will learn about and use a web-based communication system, Word-Track Changes, PowerPoint, and email to complete their assignments.

XII. STUDENT EVALUATION CRITERIA

*In class activity
*Jig Saw Presentation (individual grade) 5 pts.
*Case Study Evaluation (individual grade) 15 pts.
Article Check (individual grade) 10 pts
Individual Literature Review Draft- emailed (individual grade) 10 pts.
Team Literature Review (group grade) 50 pts.
Group Research Presentation (group grade) 50 pts.
Informing the Field (individual grade) 50 pts.
Participation (Includes individual and group feedback) 50 pts.

TOTAL POSSIBLE POINTS 240 pts.

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<th>EDT Percentage Range</th>
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XIII. DEPARTMENT ATTENDANCE POLICY:

Unexcused absences in a Teacher Education course cannot exceed 13% in any given course.

XIV. FIELD-BASED EXPERIENCES none

XV. TEXT(S)


XVI. SUPPLEMENTARY RESOURCES

American Psychological Association Style Manual (5th)

XV. DATE OF SYLLABUS REVISION: 5/11/07