

MOREHEAD STATE UNIVERSITY
PROGRAM REVIEW

Interdisciplinary Early Childhood Education (IECE)
Undergraduate Professional Certification Program

Bachelor of Science in Interdisciplinary Early Childhood Education

Department of Elementary, Reading, and Special Education
Mary Anne Pollock, Ed.D., Chair

College of Education
Dan Branham, Ph.D., Dean

December 2002

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List of Course Syllabi

- HS 253 Child Growth and Development
- HS 254 Preschool Administration
- HS 257 Care and Development: Prenatal, Infants, and Toddlers.
- HS 354 Preschool Programs and Environments
- HS 358 Public Policy for Children and Families
- HS 457 Parenting
- HS 467 Trends and Issues in Early Childhood Development
- PHED 311 Movement Exploration
- EDF 207 Foundations of Education
- IECE 301 At-Risk Infants and Toddlers
- IECE 345 Preschool Programs for Special Needs Children
- IECE 410 The Role of the Teacher: Designing Language and Cognitive Activities for Diverse Groups
- IECE 411 The Role of the Teacher: Creating a Learning Environment for Diverse Groups
- IECE 412 The Role of the Teacher: Designing the Implementation Creative Play Activities for Young Children
- IECE 425 Practiced Student Teaching
- IECE 457 Professional Assessment
- EDEM 499C Student Teaching Seminar

INTRODUCTION

Morehead State University's undergraduate programs in education are based on the premise that mastery of the discipline of teaching is an on-going, life-long process. The university's role in the process is to provide undergraduate education programs designed to 1) develop in new teachers a broad knowledge of the history and foundations of education; 2) promote their understanding of the developmental and learning needs of their students; and 3) enable them to become effective educators in a variety of settings. The sum of this enterprise is to prepare beginning teachers for career-long efforts as effective and self-reflective practitioners. The Bachelor of Science program in Interdisciplinary Early Childhood Education exemplifies this premise.

Because Interdisciplinary Early Childhood Education addresses the needs of infants and young children from birth through age 5, it is necessary for beginning teachers in early childhood education to develop knowledge and skills not only in working with children throughout this age range, but also in working effectively with parents, teachers and a variety of other specialized practitioners. The Interdisciplinary Early Childhood Education program at Morehead State University emphasizes this interrelated context by focusing on the collaborative nature of early childhood education.

I. CONCEPTUAL FRAMEWORK

The Bachelor of Science in Interdisciplinary Early Childhood Education is integrated into the conceptual schema provided by the College of Education's framework of *Educators as Architects: Designing environments where students construct knowledge and develop skills* (<http://msucoe.org/conceptframe.html>). Within this conceptual model the undergraduate programs in the Department of Elementary, Reading, and Special Education provide a foundation of teacher preparation to nurture the development of beginning teachers (birth to Primary) (<http://msucoe.org/conceptframe3.html>):

Central to this developmental process is demonstrated growth in mastery of the areas of knowledge and skills outlined in the New Teacher Standards for Interdisciplinary Early Childhood Education resulted in the Kentucky Education Reform Act of 1990 (KERA). These standards provide a valuable framework for the beginning professional development of early childhood educators by underscoring that the best teachers:

- 1) Design and plan instruction in a variety of appropriate settings for infants and young children;
- 2) Create and maintain appropriate learning environments that accurately reflect both developmentally appropriate practice and the individual needs of children;
- 3) Implement and manage instruction in ways that acknowledge and respect both developmental tendencies and individual differences among children;
- 4) Assess and communicate assessment results effectively to parents and colleagues;
- 5) Reflect on teaching and other professional practices by constantly reviewing and, when necessary, modifying their behaviors;
- 6) Collaborate effectively with parents, colleagues and other professionals by practicing good communication skills and demonstrating sensitivity to others' concerns and input;
- 7) Engage in professional development in a variety of appropriate ways;

- 8) Support families by acknowledging their important role in planning appropriate services and interventions for young children; and
- 9) Demonstrate appropriate implementation of technology in their professional practices.

To perform these complex and interrelated functions, a range of knowledge and experiences are required. The undergraduate program in Interdisciplinary Early Childhood Education in the Department of Elementary, Reading, and Special Education at Morehead State University is structured around these New Teacher Standards and is designed to develop skills in each of these areas. As the following excerpts from course syllabi indicate, **the conceptual framework is embedded in IECE program courses in a variety of ways:**

1) EDF 207 (Foundations of Education)

While an introductory course of this nature will contribute indirectly to all of Kentucky's New Teacher Standards (NTS), it most heavily focuses on issues related to the following NTS:

Standard I: Designs/Plans Instruction.

- Candidates observe in real classrooms.
- Candidates participate in a variety of clinical activities.
- Candidates develop and present a technology-based interactive instructional/assessment session.

2) HS 254 (Preschool Administration)

Course Goal

The primary goal of this course is to prepare candidates for an administrative role in early childhood education programs. The course includes a holistic approach to early childhood program development and evaluation.

(NTS 1, 2 & 9)

Course Objectives

The course includes the following specific objectives:

- To develop preschool program leadership and administrative skills **(NTS 1 & 3)**
- To foster an advocacy position for quality early childhood programs **(NTS 7)**
- To develop program management skills that include financial planning and staff development **(NTS 2, 3, 4 & 9)**
- To foster an awareness of the legal issues facing early childhood programs **(NTS 4 & 9)**
- To increase understanding of the important role of working with parents and families in early childhood education **(NTS 4 & 6)**
- To develop an awareness of community relations and outreach in early childhood programs **(NTS 4, 7 & 8)**

3) HS 257 (Care and Development: Prenatal, Infants and Toddlers)

Course Objectives

- To develop an understanding of the importance of prenatal development, including gestational stages and the need for adequate maternal care **(NTS 1 & 2)**
- To explore the process of birth, including the stages of labor and possible complications of labor and delivery **(NTS 1 & 2)**
- To develop an understanding of the needs of the newborn infant, including typical

development as well as that of at risk and special needs neonates
(NTS 3)

- To understand the typical development of infants in motor, sensory and perceptual, cognitive, communication, social and emotional domains **(NTS 1 & 3)**
- To understand the important role parents and families play in infant and toddler development, including the effects of factors such as poverty, homelessness and violence on the young child **(NTS 8)**
- To explore the importance of collaboration in providing services for infants and toddlers and their families **(NTS 6 & 8)**

4) IECE 301 (At-Risk Infants and Toddlers)

This course addresses development and difficulties experienced by at-risk infants and toddlers, as well as early intervention approaches to be used with them.

Objectives:

- Each candidate will be knowledgeable about causes of difficulties experienced by at-risk infants and toddlers. **(NTS 1 & 3)**
- Each candidate will be knowledgeable about medical intervention during the infant/toddler period. **(NTS 4 & 8)**
- Each candidate will be knowledgeable about transdisciplinary intervention during the infant/toddler period. **(NTS 6 & 8)**
- Each candidate will be knowledgeable about program alternatives for at-risk infants and toddlers. **(NTS 5, 7 & 8)**
- Each candidate will be knowledgeable about the needs and role of parents in early intervention and in the development of the child. **(NTS 6 & 8)**

5) IECE 412 (The Role of the Teacher: Designing the Implementation of Creative Play Activities for Young Children)

The purpose of this course is to provide the candidate with a knowledge base concerning creative play activities and their effects on the physical, intellectual, emotional and social development of young children. It will focus on various types of creative play activities and developmentally appropriate methods of implementing them. **(NTS 1, 2 & 3)**

6) HS 457 (Parenting)

The primary goal of this course is to develop an understanding of the complex forms parenting can take in contemporary society and thus to prepare candidates to work effectively with parents in a variety of settings. The focus is on current models of parenting and includes both theoretical issues as well as practical applications. **(NTS 4, 6 & 8)**

7) HS 467 (Trends and Issues in Early Childhood Education)

The primary goal of this course is to familiarize candidates with current issues affecting early childhood education. Through the study of demographic and historical changes in early education, candidates will develop an understanding of contemporary trends and a greater appreciation for the advocacy role in early childhood education. **(NTS 5 & 7)**

Course Objectives

This course includes the following specific objectives:

- To develop an understanding of the historical foundations of contemporary early

- childhood issues **(NTS 5 & 7)**
- To develop informed positions on trends affecting early education **(NTS 3 & 7)**
- To critically examine contemporary economic and social policies that affect early childhood education **(NTS 5, 6 & 7)**
- To foster an awareness of the importance of advocacy for families and children **(NTS 4 & 8)**

As these excerpts from course syllabi indicate, the conceptual framework and NTS are embedded in the Interdisciplinary Early Childhood Education degree program in a variety of ways.

II. PROGRAM EXPERIENCES

Graduates of this program must demonstrate substantial growth in the skill and knowledge base of the New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to Primary (The Kentucky Education Professional Department of Education, 1995).

Field Experiences

Clinical and Field Experiences occur at four levels: Level 1 experiences occur in introductory theory courses and involve the candidates in observations and participation in classrooms and other public school settings; Level II experiences occur in applied theory and introductory pedagogy courses and involve the candidates in further observation followed by application with individual students or small groups; Level III experiences occur in methods courses where candidates work in public school classrooms to teach small and large groups of students; and, Level IV experiences are clinical experiences consisting of student teaching. The following table shows how these experiences are embedded in courses in this program.

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION (IECE: Birth to Primary) Field and Clinical Experiences

Level	Courses	Field Hours Required	Expected Experiences	Actual Hours
I	EDF 207	16	General Observation	12
			Diversity and Exceptionality	2
			School Board Meeting or site based council	2
I	HS253	20	Participation	20
				36 Total
I	HS254	35	Observation	25
			Participation	10
II	EDEE 305	10	Observations (Environment, Management, Diversity, Planning)	5
			Participations	5
II	IECE 301	15	Observation	5
			Participation	10
II	IECE345	10	Exceptionality Observation	5
			Participation	5
				70 Total
III	HS 332	4	Participation	4

III	HS 354	32	Observation	32
III	PHED 311	6	Observation Participation	1 5
III	IECE 410	15	Observation Participation	5 10
III	IECE 411	15	Observations: Environments Diversity Management Assessment Technology Participations: Interactive Environment design Small group Instruction Whole group Instruction Individualized Lesson plan & Instruction Infusion of Technology in Teaching Assessment	1 1 1 1 1 1 1 2 2 2 2 2
III	IECE 412	15	Observation of Play (Environment, Language development, Social development) Participation of Creative Art Participation of Creative Music Participation of Dramatic Play Whole Group Play	5 3 2 2 3
				87 Total
IV	Student Teach IECE 425	241	Observation Teaching Participation Conferences	40 135 30 36
				241 Total
Total number of hours of Clinical and Field Experiences				434 Total