

ECED 7220
EARLY CHILDHOOD INCLUSIVE ENVIRONMENT
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Early Childhood and Special Education

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

Equity Principle: All learners deserve high expectations and support

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

Standards Principle: Evidence based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Bullard, J. (2010). *Creating environments for learning: Birth to age eight*. Columbus, OH: Merrill.

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

Instructor and student selected professional journal and electronic media resources

COURSE DESCRIPTION

Principles for creating effective inclusive learning environments for all children in early childhood education, including children with disabilities. Modification of the learning

environment will consider classroom design for visibility, distractibility, and accessibility. The integration of technology and use of assistive technology in supporting appropriate programs for young children will be included.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

COURSE OBJECTIVES (CO)

Upon completion of this course, the student will:

1. Identify and apply principles for effective modification of the early childhood classroom environment to address the intellectual, social, emotional, physical, and cultural (including ELL) needs of children in early childhood education, including children with special needs; and to consider classroom design for visibility, distractibility, and accessibility. (CFS I, III)
2. Analyze and assess educational environments for developmental appropriateness for all children including children with special needs. (CFS I, III)
3. Investigate the impact of environmental planning on academic outcomes. (CFS I, III)
4. Work collaboratively with colleagues to evaluate, plan changes, and implement changes in an early childhood environment, including assistive technology. (CFS I, III)
5. Identify and apply professional ethics when working with children. (CFS I)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. **Classroom Environment Evaluation.** Students will investigate environment rating scales that may be used to guide an environment evaluation of their own classroom environments. The evaluation will examine the environment's appropriateness for addressing the intellectual, social, emotional, and physical needs of children in early childhood education, including children with special needs. Special emphasis will be placed on the environment's design for meeting the needs of varying age/developmental levels, special needs, and cultural needs of the learners. (CO 1)
2. **Classroom Modification Plan.** Each student will select at least one recommendation for each area from the Classroom Environment Evaluation assignment to serve as a guide for modifying the classroom environment to meet the needs of the learners more effectively. Assessment of the modification(s) will be completed. A report will be submitted which provides: (a) a copy of the classroom environment evaluation; (b) a description of the learners

who use the environment; (c) objective(s) for modification; (d) justification of the modification (including ethical considerations); (e) a description of the implementation process; and (e) an assessment of the modification. (CO 2, 4)

3. Learning Center. Students (in age/developmental/grade level teams) will choose a curricular content area and develop a learning center which reflects appropriate learning outcomes, materials, and strategies for diverse learners. Integration of technology into the learning center is required. Students will describe the implementation of the learning center into the classroom, including ethical considerations. A model of the center will be developed and presented in class. (CO 3, 4)
4. Midterm and Final Examinations. Students will complete both midterm and final examinations that are based on course readings and class discussions and presentations. (CO 1, 2, 3, 4)

COURSE EVALUATION

| | Possible points |
|---------------------------------------|-----------------|
| 1. Classroom Environmental Evaluation | 20 |
| 2. Classroom Modification Plan | 60 |
| 3. Learning Center | 40 |
| 4. Midterm Examination | 30 |
| 5. Final Examination | <u>30</u> |
| Total | 180 |

GRADING SCALE

| | | |
|---|------------|-------------------|
| A = 90-100% of total points possible for course | C = 70-79% | F = 59% and below |
| B = 80-89% | D = 60-69% | |

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the *Academic Honesty Policies and Procedures*:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of the *Academic Honesty Policies and Procedures* is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESS OFFICE

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

INSTRUCTOR

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website for the course: