#### IECE 400-61 CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION

*Introduction to American Sign Language in the Early Childhood Classroom*

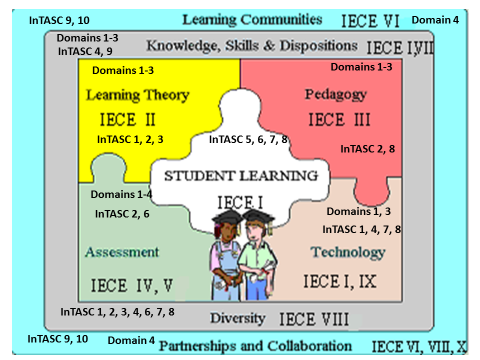
**Spring 2017**

**James S. Owen Building, Room 132**

##### ELIZABETHTOWN CAMPUS – Wednesdays 4:00 – 5:30 p.m. Hybrid [Web # 41990]

# **School of Education Theme: Empowerment for Learning**

# **Conceptual Framework Model**



**Available Wednesdays from 30 minutes before class**

**other Hours by appointment**

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1. **Description:**

In-depth study of selected topics, current issues, or trends in early intervention, childhood education/special education, or family studies, selected to meet the professional needs or interests of students or to solve real problems in the professional community. Topics may include issues such as changes in early childhood legislation or policies that affect professional practice.  **Field Hours are not required for the course. However, students may earn field hours in preparation for some course assignments.**

***Prerequisite: Consent of IECE Program Coordinator***

**NOTE**: This is a **hybrid class** – partly face-to-face and partly out-of-class assignments. Assignments for the weeks the class does not meet face-to-face will be provided in class to be completed by the next class meeting and submitted to the instructor (**NOT** submitted on TigerNet).

1. **Course Credit:** 3 credits
2. **Course Textbook**

Zinza, J. E. (2006). *Master ASL!  Level one.* Hampton,VA: Sign Media. ISBN-10: 1-881133-20-6; 978-1888-1133209 [Package includes Textbook, Student Companion, and DVD.]

1. **Course Objectives:** Upon completion of this course, the student will be able to:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **IECE 400 – Current Issues in Early Childhood Education** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| 1. Discuss and examine critically the issues that affect young children, families, and the early childhood profession.  [Tasks 1, 2, 3, 4, 5] | 5, 6, 7 | 5 | 4, 6, 7 | Categories 3, 4 | 1 | Depends on focus of investigation | 1.c, 1.g, 2.f, 3.e, 6.f, 8.b, 9.d | Not required but it could. |
| 2. Demonstrate an understanding of the contexts and controversies found in current early childhood issues.  [Tasks 1, 2, 3, 4, 5] | 5, 6, 7 | 5 | 4, 6, 7 | Categories 3, 4 | 1 | Depends on focus of investigation | 1.g, 2.f, 3.e | Not required but it could. |
| 3. Communicate personal positions on controversial issues.  [Tasks 1, 2, 3] | 7, 9 | 5 | 4, 6, 7 | Category  4 | 1 | Depends on focus of investigation | 6.f | Yes. |

1. **Required Course Materials:**

* ***Program*** Flash Drive; Artifact saved on ***Portfolio*** Flash Drive
* Materials may be needed for class presentations

1. **Course Tasks and Grading Scale:**
2. **TASK #1** –**Project: Current Issue Project (PORTFOLIO ARTIFACT)……. 25% or 250 Points**
   1. **Task # 1a**– Written Report 100 Points

References (10 pts); Outline (10 pts); Final Report (80 pts)

* 1. **Task # 1b** –Presentation 100 Points
  2. **Task #1c** – Reflection 50 Points

**[IECE KTS VII; *PGES Domain 4, InTask 3, 4*];**

1. **TASK #2 HOMEWORK ASSIGNMENTS (11 total) …………………….22% or 220 Points**
2. Reading /practice documentation. ( 20 points each)
3. Video’s assignments ( 20 points each)

1. **TASK #3 –CLASSROOM QUIZZES ( 6 total)**

**Each Quiz is worth 20 points…………………………………….………….12% or 120 Points**

1. **TASK #4-- TESTS (Mid-term and Final) ……………………………..…30% or 300 Points**

**Each Test will be worth 150 points.**

**5) Task # 5---- PARTICIPATION ………………………………………………..1% or 10 Points**

**6) Task # 6---- PRESENTATION (Presentation night)…………………..…....10% ot100 Points**

**TOTAL 1000 Pts.**

**GRADING SCALE**:

A = 90-100% 900-1000 pts

B = 80 - 89% 800 -899 pts

C = 70 - 79% 700-799 pts

D = 60 - 69% 600-699 pts

F = below 60% 599 pts and below

**SCORING CAP 3 PORTFOLIO ARTIFACTS:** CAP 3 portfolio artifacts must have a score of 2 or 3 to receive a pass for the course and for the eventual CAP 3 portfolio. A score of “1” indicates the piece is not portfolio ready. Students must re-do a “1” score on an artifact in order to receive credit for that assignment in the course. Students can still pass the course, but a “1” score will likely impact the grade received in the course. Students will be able to continue to work on their portfolio artifact after the end of the course –assuming they will want all artifacts to receive a score of “3.” **Course instructors will not be asked to “re-score” an artifact that is submitted after the conclusion of the class.**

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| --- | --- | --- |
| **VII. Engages in Professional Development** | **Action Research *and/or* Current Issue or Debate Project [VII. d, e, f]** | **IECE 400 *or* 410** |

# **FIELD EXPERIENCE GUIDELINES**

# **Field Experience hours are not required for this course.** However, students may receive FE credit for any hours incurred during this course. Complete the Field Experience Summary Log (found on the IECE webpage). Students must submit completed Field Hour Logs to course instructor for signature. Instructor will submit FE logs to ECE/IECE Program Secretary for students to receive program credit for field hours. In addition, students must enter FE hours into KFETS. Please be sure to enter each log hour into KFETS once you have completed and turn in your reflection to your course instructor.

# Kentucky Field Experience Tracking System (KFETS). You will continue to keep and submit Field Experience Logs for each of your courses and have them entered into the SOE database. This new system is for EPSB to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching.

1. **Performance Standards/Competencies**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds. While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course depending on the specific issues examined, competency development in the following are emphasized:

***IECE Teacher Standards:***

* IECE Standard V: Reflects/Evaluates Professional Practices
* IECE Standards VI: Collaborates with Colleagues/Families/Others
* IECE Standard VII: Engages in Professional Development
* IECE Standard IX: Demonstrates Implementation of Technology

***NAEYC Program Standards:***

* Standard #5a, c, d, e : Becoming a Professional\

***CEC/DEC Special Education Standards:***

* Standard #4: Assessment
* Standard #6: Professional and Ethical Practice
* Standard #7: Collaboration

***InTASC Standards:***

* Category 3: Instructional Practice
* Category 4: Professional Responsibility

***CAEP Standards:***

* Standard 1: Content and Pedagogical Knowledge

***Kentucky Core Content—Competencies – Level IV:***

* Core Competency #3: Professional Development/Professionalism

1. **EPSB Themes**

Whether the themes of diversity, literacy/teaching reading, or achievement gap are addressed in this course depend on the specific topics selected by candidates for investigation. However, an examination of recent issues and trends reflected in the professional literature reveals an emphasis on all four EPSB themes.

**11. Diversity Proficiencies**

1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.

3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.

5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.

7. KTS/IECE 9.d Use technology to meet special needs of children.

1. **PGES – Framework for Teaching (Charlotte Danielson Model):** [**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

**Domain 1: Planning and Preparation**

1a: Knowledge of content/pedagogy

1b: Demonstrates knowledge of students

1c: Setting Instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

1f: Designing student assessment

**Domain 2: Classroom Environment**

2a: Creating environment of respect and rapport

2b: Establishing culture of learning

2e: Organizing physical space

**Domain 3: Instruction**

3a: Communicating with students

3b: Using questioning and discussion techniques

3c: Engaging students in learning

3d: Using assessment in instruction

**Domain 4: Professional Responsibility**

4a: Reflecting on teaching

4c: Communicating with families

4d: Participating in a professional community

4e: Growing and developing professionally

4f: Demonstrating professionalism

1. **POLICIES AND PROCEDURES:**

Students are responsible for the lecture material presented in the classroom, the assigned readings, videos, guest presentations, and any other material covered in class, including handouts. Assigned readings are to be completed before class to facilitate better understanding and participation. Written assignments must be turned in on time. Class presentations must be ready on assigned date. Students should contact the instructor when having difficulty with course material.

**Late assignments will result in 10% reduction in grade. Some tasks may be submitted one week before due date for feedback.**

Papers will be **typed** unless otherwise noted. It is expected that all written assignments will conform to standards of documentation, organization, mechanics, legibility, and APA style. Task grades will reflect these standards.

**PLAGIARISM:** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to other’s contributions to one’s course work. These values can be violated by academic dishonesty and fraud. [See ***Academic Integrity*** in the 2015-17 Bulletin Catalog.]

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**ATTENDANCE POLICY:**   Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students. We will follow the School of Education attendance policy as stated. Students may miss a maximum of two classes for this course unless arrangements are made with course instructor. Failure to participate in a hybrid week activity is also considered an absence. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor. All work missed due to an absence is required to be made up. The student is responsible for accessing all course hand-outs and content covered during an absence. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**INCOMPLETES:** A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Satisfactory Academic Standards *(SAP)***

*In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his or her previous attendance, whether or not financial aid was received.*

* + *​A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.​*
  + A student is required to meet a minimum cumulative grade point average (GPA).  On a 4-point scale for GPA, it is required a student have a 2.0 GPA after each semester.
  + Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate. (e.g., programs requiring 72 credits will have a 108 credit maximum).
  + *It is the student’s responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status. Withdrawing after the first week of class or taking in incomplete in a course may affect your continued access to financial aid.*

**DISABILITY STATEMENT:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**TITLE IX STATEMENT:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

**Title IX Coordinator:**

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**CONFIDENTIALITY** of children being observed must be strictly adhered to at all times. **NEVER** mention children’s real names in written work or ***when discussing/sharing in class or in online forum*** or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc. A parental permission form must be signed before administering any formal assessment procedure or videotaping/photographing children.

**DISPOSITIONS:** Course instructors complete a Disposition Evaluation for a student who demonstrates ***ineffective*** practices in any of the five evaluation areas: Professional Services, Professional Ethics, Professional Responsibilities, Professional Communication, or Clinical Field Experiences. Students will be told by the instructor when a Disposition Evaluation is submitted to the School of Education a copy provided to the student. The Disposition will be placed in the student’s file. An incident report will be filed if demonstration of ineffective Dispositions continues, which will require a meeting with the Chair of the Undergraduate Programs to prepare an intervention plan. Failure to resolve disposition issues can result in dismissal from the program.

**INCLEMENT WEATHER POLICY:** In case of inclement weather inclement weather, you may go to Campbellsville University’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu). Announcements will also be made on local radio stations and TV stations WHAS, WLKY, WDRB, WAVE in Louisville.

**SECURITY INFORMATON**

For your safety or to call for HELP: If on Campbellsville Main Campus call cell phone (270) 403-3611. ECTC Security (270) 268-0610 or (270) 307-8792**;** All others call 911.

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| **Week** | Dates | Topics | | Assignments |
| This schedule is tentative and subject to change at the discretion of the instructor. | | | | |
| Week 1: Classes Begin January 17, 2017  Attendance Confirmation Email required by January 20 | | | | |
| **1** | Jan 18 | | *Intro to course. (Background/structure)*  *Instruction:sign language alphabet/finger spelling.* | ***Out of class homework:***  ***-Read: Pages XV-Xxiv In Textbook.***  ***-Practice alphabet and finger spelling 20 min daily using exercises from Student Handbook pages 1-61. (Document time spent and which exercises.)*** |
| **2** | Jan 25 | | *REVIEW: sign alphabet.*  *QUIZ: alphabet*  *INSTRUCTION: Numbers 1-20.*  *Basic family signs.* | ***DUE: Documentation of fingerspelling practice from previous week.***  *OUT OF CLASS HOMEWORK.- Make a video showing numbers 1-20 and basic family signs learned in class.*  *-Practice numbers using various exercises on pages 68-69 of student handbook. (document daily time practiced.)* |
| **3** | Feb 1 | | *REVIEW: Number 1-20/Basic family signs.*  *QUIZ: on Numbers 1-20/Basic family signs*  *INSTRUCTION: - process for “name” signs*  *-Basic “needs” and Daily routine communication.* | ***DUE: -Video of numbers/family signs (email or message video to instructor)***  ***-Documentation of practice on numbers***  *OUT OF CLASS HOMEWORK:*  **-***Complete “Name sign” worksheet*  *-Read and Review some text and exercises from unit 7 (pages 254-290) of Textbook. (Minimum is 1 exercise daily. Document what read and what exercises practiced.)* |
| **4** | Feb 8 | | *REVIEW: Using name sign worksheets, Deaf Guest Instructor will give students “Name” signs.*  *INSTRUCTION: Basic sign-language sentences* | ***DUE: - Name sign worksheet. -Documentation of Unit 7 practice from previous week.***  *OUT OF CLASS PROJECT: students get together in at least pairs(can be larger groups of students) and have a “silent dinner”. (no speaking, sign-language only) video it. Needs to be minimum of 20 minutes.* |
| **5** | Feb 15 | | REVIEW/INSTRUCTION : We will take the entire class period and review all Instruction up to this point.   * Study guide for “Mid-term” test will be handed out in class. | ***DUE: Video of class project “silent dinner” from previous week. (email or message video to instructor)***  *OUT OF CLASS HOMEWORK: study for the mid-term test.* |
| **Week** | Dates | Topics | | Assignments |
| **6** | Feb 22 | | *“MID-TERM” TESTING*  *Class time will be spent taking the “Mid-term” test.* |  |
| **7** | Mar 1 | | *REVIEW: Grades from mid-term will be given. Questions will be answered.*  *INSTRUCTION:- color signs*  *-animal signs* | *OUT OF CLASS HOMEWORK:*  *-create a 15 to 20 min. video of yourself “teaching” a lesson using color and animal signs.*  *-Read and practice exercises from pages 379-381 in TEXTBOOK. (Document date/times and exercises practiced.)* |
| **8** | Mar 8 | | REVIEW: color and animal signs  QUIZ: color and animal signs  INSTRUCTION: - Educational signs  -Basic advocacy for deaf person’s and families | **DUE: -Video of “teaching” sign language lesson from previous week. ( email or message video to instructor)**  **-documentation of review and practice of exercises from pages 379=381 in textbook from previous week.**  **OUT OF CLASS HOMEWORK: - 3-5 page paper on the topic: “How to be an advocate for Deaf students and their families.”** |
| **9** | Mar 22 | | *REVIEW: Educational signs.*  *QUIZ: on educational signs.*  *INSTRUCTION: Deaf Culture (We will learn from Deaf guest instructors various ways deaf people see themselves as a cultural group. We will look at some of the ways to interact with deaf people, deaf families, and the deaf community.* | ***DUE: 3-5 page paper on “How to be an advocate for Deaf students and their families.” Turn in in class.***  *OUT OF CLASS HOMEWORK: -Read and review “deaf Culture” notes found in each unit of the TEXTBOOK (various pages throughout).*  *-Write 10 questions that you would like to ask in the area of “deaf culture/the deaf experience.* |
| **10** | Mar 29 | | *INSTRUCTION: Class time will be spent with Deaf people, and they will anser some of the questions students have presented from list of questions on “Deaf culture”/ “Deaf Experienc*e” | ***DUE: -List of questions in area of “Deaf culture”/the “Deaf Experience”.***  *OUT OF CLASS HOMEWORK: - Make a short video signing on the subject : “ The three things I want you to know about Deaf Culture are:”* |
| ***Individual appointments* Advising and Registration**  ***to be scheduled*** Registration begins March 27; look for advising sign-up appointments | | | | |
| **Week** | Dates | | Topics | Assignments |
| **Spring Break: March 13 - 17** | | | | |
| **11** | Apr 5 | | *REVIEW: “Take-aways” from deaf-culture lessons.*  *INSTRUCTION: - Time/Calendar signs*  ***-****money and business signs* | ***DUE: Video on “3 things I want you to know about deaf culture” (email or message the video to the instructor)***  *OUT OF CLASS HOMEWORK: -spend 20 minutes daily in which sign-language is the only language you use. Try to vary the places and situations in which you only use sign language. Document.*   * *Work on presentation project: Signed Song for presentation night.* |
| **12** | April 12th | | *REVIEW: Time, calendar, Money and business signs.*  *QUIZ: on time/calendar/money/business signs*  *INSTRUCTION: -Sports/entertainment signs*  *-Food signs* | ***DUE: Documentation of time spent in “sign-only.” Turn in documentation in class.***  *OUT OF CLASS HOMEWORK: - Continue work on presentation project (signed -song for presentation night*   * *Read/review/practice some of the exercises found in UNIT 6 of the TEXTBOOK. (Pages 210-246) Document pages read and exercises practiced. (Minimum practice one exercise daily)* |
| **13** | April 19 | | *REVIEW: - sports/entertainment/food signs*  *QUIZ: on sports/entertainment/food signs*  *INSTRUCTION: -signs of the faith (Christian and Religious signs)* | ***DUE: Documentation of reading and practice from Unit 6 of textbook. Turn in documentation in class.***  *OUT OF CLASS HOMEWORK: - Continue work on class project. (signed-song for presentation night.*   * *Make a 10 minute video “teaching” various signs of the faith that are most important to you.* |
| **14** | April 26 | | *REVIEW/INSTRUCTION:*  *We will spend complete Class time reviewing for the final test.*   * *Final test guide will be handed out in class.* | ***DUE: Video of “teaching faith signs” (email or message video to the instructor.)***  *OUT OF CLASS HOMEWORK: - Complete work on presentation project (signed song for presentation night.)* |
| **Week** | Dates | | Topics | Assignments |
| **Spring Break: March 13 - 17** | | | | |
| **15** | May 3 | | We do not meet this Wednesday, May 3rd but instead will meet on Monday May 1st for Presentation Night. | ***DUE: PRESENTATION (“Signed song”) for our presentation night.*** |
| **16** |  | | Finals Week: May 8 – 12  NO CLASS | **Final test date TBA.** |