EDCI 515T-A Online

organization and Administration of Kindergarten education (3 credit hourS)

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| **Summer 2022 Location:**  **Instructor:**  **Phone:**  **On-Line Office Hours:**  **Email:** | **Session 2: May 30– July 21, 2023**  **Online**  **Cheryl Des Jarlais**  **406-544-7119**  **10-12 MW; 7-9 TTh EST**  You may call, text, or message me during these hours.  [cheryld@southern.edu](mailto:cheryld@southern.edu) |
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## university policies and additional syllabus information

Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click [here](https://docs.google.com/document/d/1pEBbTrF5UsoJypdixdaMwEKfer37SA3ExlJQYinpJPk/edit). Be aware that you will be accountable for the provided information.

# EDCI 515 COURSE DESCRIPTION

Designed to give students an understanding of the organizational and administration needs of kindergarten education. Topics include the history and philosophy of early childhood education, program planning and design, policy development, multicultural relationships, and communication with parents, teachers, and church personnel. Students should be working in a PreK-K classroom or be able to arrange for comparable field experience.

**biblical foundations of the course**

The Organization and Administration of Kindergarten Education course examines the foundations of educational practice in kindergarten. This includes children’s developmental needs, as well as philosophical assumptions based on world view and values. Our goals in education rest heavily on the Biblical belief that children were created in the image of God and grow best when families and educators work within God-prescribed parameters and cooperate with divine agencies. Education practices are designed to help children develop physical, mentally, socially and spiritually, so that they may fulfill God’s purpose for their lives, serving Him and others, and giving glory to Him throughout eternity. Educators in this class articulate how young children’s developmental characteristics as well as philosophical world views and values framed through a Biblical perspective guide their own educational practice. These principles are expressed in their design of learning spaces, program design and scheduling, methods of behavioral guidance and assessment practices, and advocacy for young children.

## EDCI 515 GOALS and Objectives

Upon successful completion of this course, the student will be able to:

1. Articulate developmentally appropriate practice for kindergarten education that includes spiritual development.
2. Describe a personal philosophy of early childhood education and how it shapes learning space, program design, behavioral guidance, and assessment practices.
3. Advocate for developmentally appropriate kindergarten teaching and learning practices with parents, administrators, and other community leaders.

## REQUIRED TEXT

No text is required. However, the following book is recommended.

Woolsey Des Jarlais, C. (2017) *Spiritual Development, A Biblical Model for Growth Across the Lifespan.* KindleAmazon.

**Weekly Learning Content**



As you scroll below the course header, you will notice that each week is indicated with the week number and dates (e.g., Week 1: May 31-June 4) presented in a vertical label-based view that arranges weekly course content into these learning categories:  PRAISE, PREPARE, PRACTICE, PONDER, and PROVE.  Beneath each label, you will find a list of relevant weekly course content.

**Week 1 is orientation, so read everything beneath each week label, and you will know what to expect in weeks 2 – 7.**

1. **Praise**: Contains the welcome and spiritual emphasis for the week, and a class discussion, where you will dialogue with your classmates about these concepts.
2. **Prepare**: Contains the readings for the week. These may include journal articles, book chapters, textbook readings, and media.
3. **Practice**: Contains the main lecture material for the week and the assignment.
4. **Ponder**: The Ponder section is the discussion forum where you will dialog with the other students in the course about the week’s material. Much of the learning in an online course happens in these forums, so don’t neglect this very important part of the program.
5. **Prove**: Contains a summary and application of your learning for the course. This will be in the form of a formal paper and a Powerpoint.

## EDCI 515 Course Assignments

The grading system for this course is designed to assess your work from both a theoretical and practical perspective and covers a variety of assessments to measure performance toward achievement of the class goals and objectives.

**Participation in Class Discussions (10 points each).** You will interact with the other co-learners in class by posting original thought and replying to others’ posts. There are two class discussions that will be graded each week covering the essential questions and topics for the week. To receive points and a grade you are expected to post a minimum of three posts (one initial post and two responses to classmates). You may respond as many times as you like, but you must meet at least the minimum of three quality posts.

You can find the rubric that will be used to grade your discussion assignments located under *Course* *Resources* in eClass and at the end of this syllabus. Check the weekly requirements in eClass for updates.

**Assessments and Applications .** Each week the ***Prepare*** icon leads you to learning activities where you will apply what you have learned in various ways. (Sometimes there may be an assignment in this section to help prepare for the ***Practice*** assignment.) It is essential that you read all of the materials provided for the week and watch any lectures provided, as well as do your own research. You are expected to incorporate the big ideas and understandings gleaned through the readings and lectures into the work you do in the course. The rubric describing how this material will be evaluated is at the end of this syllabus. Regular communication with your professor will help to ensure success. Check the weekly requirements in eClass for updates.

The ***Practice*** section gives you the directions and link where you will post the assignment/s for the week. The lists and points for the ***Prepare*** and ***Practice*** Assignments follow:

W 2 Field Activity 20

W 2 Kin Child Develop 40

W 3 Draft Philosophy paper 50

W 4 Outdoor Design PP 50

W 4 Outdoor Phil paper 20

W 5 Indoor Classroom PP 30

W 5 Program Schedule/First week 60

W 6 Behavior Guidance 30

W 6 Assessment 30

W 7 Community Relationships 30

W 7 Facing Challenges 30

**Final Projects: (40 points each)** The final ***Prove*** projects are due July 21, Friday. For the final paper, you will be synthesizing the work you have completed each week during the course. You will be demonstrating your overall understanding of the concepts and principles in kindergarten education, and your practical application of these principles. The Final Philosophy Paper is worth 40 points. The Final PowerPoint Presentation in which you demonstrate the practical application of developmentally appropriate practice in your kindergarten classroom is worth another 40 points, for a total of 80 points for the final week’s assignments.

Total Assignments:

Praise Class Discussions (10 pts each) 70

Ponder Class Discussions: (10 pts each) 70

Weekly Prepare and Practice Assignments: 390

Final Prove Projects: 80

TOTAL: 610 points

The ***Praise***  class discussion is due Monday at midnight (EST)

The ***Prepare*** and ***Practice*** assignments are due Friday at 11:55 a.m.

The ***Ponder*** class discussion is due Sunday at midnight (EST)

The final ***Prove*** projects are due Friday, July 21 at noon (EST)

**Submission Times and Late Work Caution**

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

## EDCI 515 Class On-Line Meetings

Every week, we will have an hour on-line meeting with live chat on Tuesday evening, 6:00 pm, EST. We will be using Zoom. These meetings are a good place to discuss any questions regarding the week’s work ahead, and any issues that arose in homework from the past week. Your instructor may give a short lecture, or you may have questions that others may be interested in hearing discussed. These meetings are not mandatory if you cannot attend, but if you can’t attend, be sure to check out the link for the recorded meeting for the week, also listed in the Resources section, since important material is likely to be covered.

## EDCI 515 Course SChedule

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| --- | --- | --- | --- | --- | --- |
| Date/Week | Praise | Prepare | Practice | Ponder | Prove |
| Week 1  May 30-June 2 | 1 Cor. 12, 13 | Class Overview |  |  |  |
| Week 2  June 5-9 | Psalms 139:13-18  *Class Discussion* | Child Development | *Field Observation*  *Paper on Developmental Needs* | *Class Discussion* |  |
| Week 3  June 12-16 | Genesis 3:8-13  *Class Discussion* | History and Philosophy of Early Childhood Education | *Philosophy Draft Paper* | *Class Discussion* |  |
| Week 4  June 19-23 | Psalms 96  *Class Discussion* | The Great Out-of-Doors: God’s Classroom | *Playground Design PowerPoint*  *Phil. Paper* | *Class Discussion* |  |
| Week 5  June 26-30 | Deuteronomy 6: 1-9  *Class Discussion* | Indoor Classroom Design/Program Design | *Classroom Design*  *Program Design* | *Class Discussion* |  |
| Week 6  July 3-7 | Psalms 1-39: 1-12; 23,24  *Class Discussion* | First Week Plan Behavior Guidance | *Plans for First Week*  *Behavior Guidance Plan* | *Class Discussion* |  |
| Week 7  July 10-14 | Revelation 20:11-15  *Class Discussion* | Assessment  Facing Challenges | *Assessment*  *Facing Challenges* | *Class Discussion* |  |
| Week 8  July 17-21 | Ephesians 1:17-23  *Class Discussion* | Wrap-Up and Presentations |  | *Class Discussion* | *Final Philosophy Paper*  *PP Presentation* |

## EDCI 515 Selected Bibliography

The texts listed below are suggested to purchase on your own, to meet your own needs. Try Amazon.com. You can get some of these books on Kindle immediately and inexpensively.

Zane, L. (2015) *Pedagogy and Space.* St. Paul: Redleaf Press.

Sobel, D. (2015) *Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning.* Redleaf Press

Levin, V. (2012) *A Fabulous First Year and Beyond: A Practical Guide for Pre-K and Kindergarten Teachers.* Teacherpreneur Press

Greene, J. (2010) *Kindergarten in Photographs.* Scholastic Teaching Resources

Reuss, A., Christensen, L. (2014) *Play the Discipline Kit: No More Mean Parent—Implementing Education, Logic, and Love that Motivates Children to Have Self-Discipline without Cash or Spanking.* CreateSpace Independent Publishing Platform

Fay, J., Fay, C. (2000) *Love and Logic for Early Childhood: Practical Parenting from Birth to Six Years.*  Love and Logic Press

Phelan, T. (2014) *1-2-3 Magic: Effective Discipline for Children 2-12.* Parentmagic Incorporated

## References

Des Jarlais, C. (2017) *Spiritual Development, A Biblical Model for Growth Across the Lifespan.* KindleAmazon.

Louv, R. (2008) *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder.*

Faridi, S (2014) “Happy Teaching, Happy Learning: 13 Secrets to Finland’s Success. (Retrieved from  <http://www.edweek.org/tm/articles/2014/06/24/ctq_faridi_finland.html>

Hancock, L. (2011) Why are Finland’s Schools so Successful? (Retrieved from <http://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/?no-ist=&no-cache=&page=2>

White, E. G. (1954) *Child Guidance. (*Retrieved from <http://www.ellenwhitedefend.com/Family-Education/Child-Guidance.pdf>)

White, E. G. (2003) *Christ’s Object Lessons.* Review and Herald

White, E. G. (1940) *Desire of Ages*  (retrieved from <http://www.whiteestate.org/books/da/da7.html>)

Woolsey Des Jarlais, C. (2008) *Western Structures Meet Native Traditions. The Interfaces of Educational Cultures.* *Information Age Publishers*

## EDCI 515 RUBRIC

**EDCI 515: Organization and Administration of Kindergarten Education Rubric**

***69 percent of points or less 70-85 percent of points 86-100 percent of points***

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| Does not meet expectations | Meets expectations | Exceeds expectations |
| *Only rudimentary understanding of content* | *Effectively combines content and skills in practical applications* | *Integrates content and skills in analysis and affective approaches of care and service.* |
| Comments in ***class discussion*** are shallow and generalized, not indicating critical thinking and synthesis of outside research and personal engagement with the topic. The work of other classmates are not addressed. | Comments in **class discussion** meet minimum requirements for critical thinking and engagement with the work of two or more classmates. | Comments in **class discussion** are specific, and demonstrate critical thinking based on research besides the required reading/media. They address the work of two or more classmates in a positive and engaging fashion, using best methods for advocacy. |
| **Practice and Prove assignments** miss required components; some questions are not answered, or are not thoroughly addressed. There is no evidence of research besides required readings/media. | **Practice and Prove assignments** cover all required components of the assignment in a thorough and organized fashion. Some outside research is noted. | **Practice and Prove assignments** are professionally prepared and presented with appropriate APA styling referencing research besides required reading/media. Presentations are creative and demonstrate careful engagement with the material, critical thinking, and mastery of course objectives. |