

COURSE SYLLABUS OUTLINE
Murray State University

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE COURSE NUMBER: 455 CREDIT HOURS: 3

I. TITLE: Curriculum and Methods for Infants and Toddlers

II. CATALOG DESCRIPTION AND PREREQUISITES: An in-depth look at care and education for infants and toddlers including children with disabilities and children from diverse backgrounds. Major emphasis is placed on methods to provide quality care to meet physical, emotional, cognitive and social needs of infants and toddlers while working collaboratively with families and other community agencies and service providers. Current best practices in education of infants and toddlers will be reviewed. Field experiences will be required.

Prerequisites: EDP 260, EDU 103, and SED 300.

III. COURSE OBJECTIVES: Class activities will be centered on the attainment of the course objectives listed below. Following each objective and enclosed in parentheses, are numbers which reference the Kentucky IECE Teacher Standards (IECE), the National Association for the Education of Young Children Standards (NAEYC), the Council for Exceptional Children Standards (CEC), and the Instate Teacher Assessment and Support Consortium Standards (InTASC). Upon successful completion of this class, students will be able to

- A. demonstrate knowledge of child growth and development during the first three years of life (IECE I, IV, V; NAEYC 1; CEC 1, 2, 3; InTASC 1, 2);
- B. demonstrate ability to develop a collaborative relationship between caregiver and family (IECE VI, VIII; NAEYC 2, 6; CEC 9, 10; InTASC 9, 10);
- C. demonstrate ability to create safe and healthy developmentally appropriate learning environments and design and implement experiences for infants and toddlers with diverse abilities, including the ability to schedule activities, design learning opportunities and monitor child progress (IECE I, II, III, IV, V; NAEYC 1, 3, 4, 5; CEC 1, 2, 3, 4, 5, 6, 7, 8; InTASC 1, 2, 3, 4, 5, 6, 7, 8);
- D. demonstrate knowledge of activities for meeting the physical, emotional, cognitive and social needs of infants and toddlers with and without disabilities from diverse backgrounds (IECE I, II; NAEYC 1, 4, 5; CEC 2, 3, 4, 5; InTASC 1, 2, 4);

- E. demonstrate knowledge of federal and state regulations for childcare and for providing early intervention services to young children with disabilities (IECE I, II, V; NAEYC 1, 6; CEC 1, 9; InTASC 1, 9);
- F. demonstrate knowledge about best practices and models for infant-toddler care (IECE I, II, III, IV, VIII; NAEYC 1, 2, 4, 6; CEC 1, 2, 5, 9; InTASC 1, 2, 4, 9);
- G. develop skills in planning for and conducting home visits with infants and toddlers and their families (IECE I, III, VIII; NAEYC 1, 2, 3, 4, 5, 6; CEC 1, 2, 3, 5, 6, 7, 8, 9, 10; InTASC 1, 2, 3, 4, 5, 9, 10); and
- H. demonstrate knowledge of health and safety procedures and universal precautions to limit spread of infectious diseases (IECE I, II, III; NAEYC 1, 6; CEC 1, 5, 9; InTASC 9).

The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on field experiences based on actual teaching and, video and on-site observations. Students will reflect on classroom setting and teacher effectiveness. Students learn to create developmentally appropriate experiences for very young children.

The EPSB Themes of Diversity are explored for a diverse population which includes developmental as well as cultural concepts. Programs are planned and implemented for learning and achievement of milestones for all learners regardless of gender, ethnicity, learning styles and exceptionalities.

IV. CONTENT OUTLINE:

- A. Overview of state and federal regulations
- B. Family-centered practices
- C. Health and safety practices
- D. Home visiting
- E. Developmentally appropriate environments, schedules, materials, and activities
- F. Assessing young children's development
- G. Methods for young children with and without disabilities
- H. Lesson plans
- I. NAEYC Position Statement on using technology with young children
- J. Collaboration with community agencies and other professionals

V. INSTRUCTIONAL ACTIVITIES:

- A. Group discussions (small and large)
- B. Hands-on activities
- C. Lectures and guest speakers
- D. Instructional planning

- E. Field experience
- F. Computer activities
- G. Reflection and assessments
- H. Performance events
- I. Student presentations

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Simulations and case studies will be used to illustrate various methods and materials for infants and toddlers. Outside field experiences with infants and toddlers will include observations and teaching. The class field experiences required carries an extra responsibility for the student to act professionally in regard to early childhood programs, administrators and teachers. Intense interaction with young children requires patience and understanding in order to be successful. The skills of cooperation, flexibility, sensitivity and understanding learned in field experiences are important contributing factors to being good early childhood professionals. 6 field hour teaching infants and toddlers are required. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the *LiveText FEM* site. Students are also expected to record field experiences in KFETS.**

VII. TEXTS AND RESOURCES:

TEXTS

Gonzalez-Mena, J. & Eyer, W.D. (2011). *Infant, Toddlers, and Caregivers a Curriculum of Respectful, Responsive Care and Education* (9th ed.). Boston: McGraw Hill.

Gonzales-Mena, J (2012). *The Caregivers Companion* (9th ed.). Boston: McGraw Hill.

RESOURCES

Waterfield Library, Curriculum Materials Center (Room AL 341), Web resources, Canvas postings, Kentucky Department of Education Early Childhood resources, IECE Teacher Standards, National Association for the Education of Young Children (NAEYC) materials.

National Association for the Education of Young Children

<http://www.naeyc.org/>

Zero to Three, National Center for Infants, Toddlers and Families

<http://www.zerotothree.org/>

Division of Early Childhood, Subdivision of the Council for Exceptional Children

<http://www.dec-sped.org/>

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for performance in accordance to the following.

- Three tests 150 points
- Observation Summaries 40 points
- KTIP Lesson Plans for Infants and Toddlers, design, implement, evaluate 60 points
- Two book presentations 30 points
- Article reviews (one infant and one toddler) 20 points
- MCCH Newborn Nursery field experience observation 20 points
- Project: “Happenings” for Learning (one infant and one toddler) 60 points

The following grading scale will be use for this course:

A=90-100% of total points

B=80-89% of total points

C=70-79% of total points

D=60-69% of total points

E=below 59% of total points

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress, throughout the teacher preparation program, is continuously assessed. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services (TES) and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion.

NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING or REVERSAL OF ADMITTED STATUS.