

Murray State University
COURSE SYLLABUS

I

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 653 CREDIT HOURS: 3

I. TITLE: Methods and Materials for Infants, Toddlers, and Preschoolers

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course explores the importance of understanding the nature of young children (birth to five years) and how they learn. The course will emphasize adaptation of curriculum and intervention approaches. The course includes teaching strategies and materials selection and use. Field experiences required.

Prerequisite(s): none

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, the National Association for the Education of Young Children Standards, the Council for Exceptional Children Standards, and the Instate Teacher Assessment and Support Consortium Standards. Upon successful completion of this class, students will be able to

- A. correlate major learning characteristics of young children with disabilities with programming needs for growth and development (IECE II, IV; NAEYC 1; CEC 1, 3; InTASC 1, 2; 7);
- B. gain the knowledge of methods of appropriately collaborating with, scheduling, and supervising teacher aides, volunteers, and paraprofessionals (IECE I, VI; NAEYC 6; CEC 6, 7; InTASC 3, 10);
- C. gain the knowledge of methods of monitoring and reporting student performance (IECE IV, VIII; NAEYC 3; CEC 4; InTASC 6);
- D. have the ability to select and use a variety of instructional materials, strategies and techniques appropriate for infants and preschool children with and without disabilities (IECE III; NAEYC 4, 7; CEC 3, 5; InTASC 4, 5, 7, 8);
- E. create developmentally appropriate learning environments, including the ability to schedule and group children for instruction using different criteria such as levels of development, learning needs, and interest (IECE I, II; NAEYC 1; CEC 2, 3; InTASC 2, 3); and
- F. gain the knowledge of collaboration techniques for collaborating with and interacting with parents and other colleagues to ensure mutual respect and cooperation (IECE VI, VII; NAEYC 6; CEC 6, 7; InTASC 3, 10).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on lesson plans they design and implement, outcomes of child assessments, and Professional Growth Plan.

The EPSB Themes of Diversity, Assessment, Literacy Education, and Closing the

Achievement Gap are explored in the course through various chapters within the text and, more specifically, through students' selection and implementation of intervention and methods for children with disabilities and for children at-risk, use of assessment within authentic settings, and development of family literacy activities.

IV. COURSE CONTENT:

- A. Overview of selected federal and state regulations
- B. Family-centered practices
- C. Environments for young children
- D. Integrated Standards Based Units
- E. Developmentally appropriate practices
- F. Curriculum and instructional strategies
- G. Monitoring progress

V. INSTRUCTIONAL ACTIVITIES:

The class is designed as an on-line course. Readings, PowerPoints, mini-lectures, and other activities are related to course objectives.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

5 hours documented teaching unit/lesson plans in an infant, toddler, or preschool setting, 1 hour documented attending Professional Learning Community meeting, 1 hour documented observing in infant, toddler, or preschool classroom in which there is a child whose home language is not English

VII. TEXT(S) AND RESOURCES:

Required texts

Cook, R. E., Klein, M. D., & Chen, D. (2012). *Adapting early childhood curricula for children with special needs*. (8th ed.). Boston: Pearson.

Web Resources

>KY IECE Teacher Standards

>Kentucky Early Childhood Standards—Click on Building a Strong Foundation for School Success link. Then click the pdf for the revised KY Early Childhood Standards.
<http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

>Division for Early Childhood <http://www.dec-sped.org/>

>DEC Code of Ethics

<http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Member%20Code%20of%20Ethics.pdf>

>NAEYC Code of Ethical Conduct: Click on Code of Ethical Conduct and Statement of Commitment link

http://www.naeyc.org/positionstatements/ethical_conduct

>Center for Parent Information Resources

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

>Zero to Three <http://www.zerotothree.org/>

>Head Start <http://eclkc.ohs.acf.hhs.gov/hslc>

>First Steps <http://chfs.ky.gov/dph/firststeps.htm>

VIII. EVALUATION AND GRADING PROCEDURES:

The following grading scale will be used for this course:

A=92-100% of total points

B=91-83% of total points

C=82-74% of total points

D=73-65% of total points

E=below 65% 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 STATEMENT:

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 through the program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to the admissions committees for those IECE graduate students working on initial certification. Negative flags are 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 toward program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or practicum, or reversal of admitted status.