I. TITLE: Curriculum and Methods for Infants and Toddlers 3 credit hours

II. CATALOG DESCRIPTION

This course provides 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. Clinical field experiences will be required. Prerequisites are EDU 103 and EDP 260 or instructor permission.

III. PURPOSE

This course will introduce students to curriculum for education of infants and toddlers and will include methods, materials and curriculum to be used in inclusive center-based settings and home based settings.

IV. COURSE OBJECTIVES:

The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are roman numerals, which reference the Kentucky IECE Teacher Standards and numbers in brackets reference the Kentucky Early Childhood Core Competencies. As a result of participation in this course, the student will:

A. Demonstrate knowledge of child growth and development during the first three years of life. (I, II) {1,3,4}

B. Demonstrate ability to develop a collaborative relationship between caregiver and family. (VI, VIII) {6}

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. (I, II, III, IV, V) {4}

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. (II, III, VI, VIII) {4}

E. Demonstrate knowledge of federal and state regulations for childcare and for providing early intervention services to young children with disabilities. (I, II, V, II) {3,4}

F. Demonstrate knowledge about best practices and models for infant-toddler care. (II, III, IV, VIII) {1,2,3,4,7}

G. Develop skills in planning for and conducting home visits with infants and toddlers and their families. (I, III, VIII) {6}
H. Demonstrate knowledge of ways to use technology to research effective practices, and curriculum materials, create a database to track developmental progress and to enhance child learning. (I, IX) {3}

I. Demonstrate knowledge of health and safety procedures and universal precautions to limit spread of infectious diseases. (I, II, III) {4.7}

V. COURSE CONTENT:

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. Monitoring child progress
G. Methods for young children with and without disabilities
H. Thematic units
I. Technology
J. Collaboration with community agencies and other professionals

VI. INSTRUCTIONAL ACTIVITIES:

A variety of instructional activities will be used in this class including field experiences; small and large group discussion, lecture, role-play, performance events, tests, case studies and computer activities.

VII. FIELD AND CLINICAL EXPERIENCES:

Simulations and case studies will be used to illustrate various methods and materials. Outside field experiences with infants and toddlers including observations and teaching will be required. The class field experiences required in this class carry 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 a good early childhood professional. If you are forced to miss a field experience, you need to contact the administrator and cooperating teacher at the early childhood program and inform the course instructor.

VIII. RESOURCES:

Resources may include sources such as the ATCOM Lab and MSU Waterfield Library, and the IECE Teacher Standards.

IX. GRADING PROCEDURES:

Student progress throughout the teacher preparation program is continuously assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to T.E.S. and then presented to admissions committees. Negative flags are carefully reviewed to make 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.
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

At least one portfolio entry will be developed during this course.

X. ATTENDANCE POLICY:

Attendance is expected in this class. The instructor adheres to the attendance policy found in the current MSU undergraduate bulletin.

XI. ACADEMIC HONESTY

The Department adheres to the University Policy on Academic Honesty found in the current MSU undergraduate bulletin.

XII. TEXT AND REFERENCES


Early Childhood web sites:

- Zero to Three, National Center for Infants, Toddlers and Families http://www.zerotothree.org/planning.html
- Division of Early Childhood http://www.dec-sped.org/

XIII. PREREQUISITES: EDU 103 and EDP 260 or instructor permission