

Washburn University**ED 160VA/VB Introduction to Early Childhood Education****3 credits****Dr. Judith Lynne McConnell-Farmer, Professor****Fall, 2006****COURSE DESCRIPTION**

This course encourages students to explore their suitability for a career in early childhood education through academic class work and observation of children from birth through third grade. In addition to child development, birth through age 10, students develop a working knowledge of the history, philosophy, theories, goals and practices of teaching. Students will be introduced to an educational setting. ED 160 is a prerequisite for all other early childhood education courses.

DEPARTMENT OF EDUCATION DIVERSITY PROFICIENCIES AND DIMENSIONS OF REFLECTION

The Department of Education has a goal to educate Reflective Educators. Four of the six dimensions are addressed as follows:

1. **Reflection on self as an emerging, developing, and maturing professional**-class discussions, guided observations and assignments allow students to explore and challenge beliefs about the teaching of early childhood in today's classrooms.
2. **Reflection on the context of teaching and learning**-guided observations and discussions allow students to observe and reflect on various approaches to teaching that support learning in young students.
3. **Reflection on student differences**-readings, guided observations, assignments, and discussions focus on diversity as it relates to learning abilities, gender issues, developmental levels, and cultural and social characteristics.
4. **Reflection on content**-assignments and activities require students to develop deep conceptual understanding of content focusing

on early childhood education so that they can successfully explain this same content to future students.

This course addresses the following Department of Education Diversity Proficiencies:

1. **Knowledge Construction**-readings on the topics of Chapter 2: "The Children" and Chapter 3: "The Families", guided observation assignments, and discussions about the role of diversity in early childhood education.
2. **Prejudice Reduction**-readings on the topic of Chapter 4: "The Teacher/Caregiver" and Chapter 5: "Rational Supporting Early Childhood Education", discussions, Advocacy Paper assignment, and guided observation assignments focusing on early childhood education classroom teaching and learning.

PHILOSOPHY

Teachers demonstrate an understanding of how individuals learn and develop intellectually, socially, and personally and provide learning opportunities that support this development. Teachers must be critical consumers of the literature, knowledgeable about their content, and ethical decision makers. In order to respond appropriately in all professional settings, teachers must also be reflective practitioners as described in the Washburn Reflective Teacher Model.

COURSE OBJECTIVES

The following Kansas State Board of Education (KSBE) competencies as they relate to teachers of young children will be addressed. As the semester progresses students will be required to respond to each of the following competencies. KSBE Early Childhood Unified Standards (2002) which will be addressed in this course are as follows:

Knowledge

2.5 The teacher understands the need to provide varying program models and learning environments for all young children, including infants, toddlers, and children with special needs.

3.1.1 The teacher understands the early childhood profession, its multiple historical, philosophical, cultural, political, and social

foundations and how these foundations influence current thought, research, and practice.

3.3 The teacher understands developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

7.1 The teacher understands the importance of practical experience in a variety of professional settings.

Performance

1.7 The teacher serves as an advocate on behalf of infants and young children and their families to improve quality of programs and services for infants and young children and to improve professional status and working conditions for those professionals working with infants and young children.

STUDENT DISPOSITIONS

Those dispositions most pertinent to this course are, as follows:

- Participation/Punctuality (assignments are on time, participation is regular, engaging and well informed, participants are punctual to synchronous online events)
- Self Initiative (self starter, creative and resourceful, implements plans)
- Collegiality and Collaboration (willingly shares ideas and resources and supportive of others)
- Commitment to the Profession (appears deeply committed to the teaching profession, has a sincere interest and enthusiasm for teaching).
- Desire to Improve (seeks new and better ways of learning about the field of early childhood)

SELECT MISSION OF THE UNIVERSITY

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

ACADEMIC MISCONDUCT POLICY

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

DISABILITY SERVICES

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

CENTER FOR UNDERGRADUATE STUDIES AND PROGRAMS (CUSP)

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is

available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

WITHDRAWAL POLICY

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

OFFICIAL E-MAIL ADDRESS

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

COURSE TEXTBOOK

Essa, E. 4th Edition. *Introduction to early childhood education*. Delmar Press: Albany, NY. Required.

TOPICS

Module 1: Introduction to the Course

Module 2: The Children

Module 3: The Families

Module 4: The Teachers/Caregivers

Module 5: Rationale Supporting Early Childhood Education

Module 6: Goals, Objectives, and Evaluation

Module 7: The Physical Environment

Module 8: Scheduling and Curriculum Planning

Module 9: Creative Development through the Curriculum

Module 10: Physical Development through the Curriculum

Module 11: Cognitive Development through the Curriculum

Module 12: Language Development through the Curriculum

Module 13: Social Development through the Curriculum

COURSE REQUIREMENTS

Assignments

Self Introduction Paper

2 Observations with a Comparison

Advocacy Paper

3 Observations with a Comparison to All Observations Completed in the Course, plus a Reflection

Course Reflection Paper

Quizzes

12, 3-part Quizzes

Weekly Reflective Discussions

