

WASHBURN UNIVERSITY

ED 243VA and ED 343VA INFANTS AND TODDLERS IN EARLY CHILDHOOD EDUCATION PROGRAMS

2 CREDITS

Dr. Judith Lynne McConnell-Farmer, Professor

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COURSE DESCRIPTION

This course integrates all aspects of developmental early care and education of children from birth to age three, which includes child growth, development, and learning. Prerequisite: ED 160, 200. Concurrent enrollment in ED 245/345.

DEPARTMENT OF EDUCATION DIVERSITY PROFICIENCIES AND DIMENSIONS OF REFLECTION

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

- 1. Reflection on self as an emerging, developing, and maturing professional-** observations and assignments allow students to explore and challenge beliefs about the teaching of infants and toddlers in today's classrooms.
- 2. Reflection on the context of teaching and learning-**guided observations allow students to observe and reflect on various approaches to teaching that support learning with infants and toddlers.
- 3. Reflection on student differences-**readings and the Infant and Toddler Developmental Profile assignments focus on diversity as it relates to learning abilities, gender issues, developmental levels, and cultural and social characteristics of infants and toddlers.
- 4. Reflection on methods and materials-** textbook readings allow students to compare and critique various methods and materials that are appropriate for infants and toddlers.

5. **Reflection on content**-assignments and activities concerning infants and toddlers require students to develop deep conceptual understanding of content 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 6: "Communicating with Parents and Staff", guided observations for the Infant and Toddler Developmental Profiles assignments, and discussions about how cultural assumptions influence the ways that knowledge is constructed with infants and toddlers.

2. **Prejudice Reduction**-readings on the topic of Chapter 1: "History and Trends in Infant and Toddler Care and Development" and Chapter 5: "Effective Tools for Child Care and Development", discussions focusing on infants and toddlers, and learning to modify offensive racial attitudes through education.

PHILOSOPHY

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Teachers must be crucial 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 Education 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

2.3 The teacher knows and understands accreditation standards and procedures for quality infant and early childhood programs.

3.2 The teacher understands current infant and early childhood development theory and practice including pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning.

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

Douville-Watson, L., Watson, M.A. & Wilson, L.C. 4th edition. *Infants and toddlers curriculum and teaching*. Delmar Thomson Learning: Albany, NY. Required.

TOPICS

History and Trends in Infant and Toddler Care and Development

The Unlimited Child and You

Birth to Preschool Developmental Patterns

The 3 A's: The Master Tools for Child Care

Effective Tools for Child Care and Development

Communicating with Parents and Staff

Settings for Child Care

The Indoor and Outdoor Environment

Designing the Curriculum

The Child from Birth to 4 Months of Age

The Child from 4 to 8 Months of Age

The Child from 8 to 12 Months of Age

The Child from 12 to 18 Months of Age

The Child from 18 to 24 Months of Age

The Child from 24 to 30 Months of Age

The Child from 30 to 36 Months of Age

COURSE REQUIREMENTS

Self Introduction Paper

Infant Developmental Profile Paper

Toddler Developmental Profile and Comparison Paper

13 Chapter, 3-Part Quizzes