

Washburn University

ED 267VA/367VA Curriculum in Preschool Education

2 credits

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Summer, 2006 (May 30-June 29, 2006)

COURSE DESCRIPTION

The overall purpose of this curriculum development course is to explore teaching/learning strategies and how to support and encourage children in the development of cooperation, creativity, cognition (literacy, mathematics, science and social studies), and motor skills in developmentally appropriate curriculum.

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**-textbook readings and assignments allow students to explore and challenge beliefs about the teaching of preschoolers 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 preschoolers that support learning in today's students.
- 3. Reflection on student differences**-readings, Curriculum Topic Research assignment, and discussions focus on diversity as it relates to learning abilities, gender issues, developmental levels, and cultural and social characteristics of preschoolers.
- 4. Reflection on methods and materials**- textbook readings allow students to compare and critique various methods and materials which are appropriate for preschoolers.

5. **Reflection on content**-Curriculum Topic Research assignment and activities 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 1: "Starting the Process" and discussions about the role of diversity in early childhood education.
2. **Prejudice Reduction**-readings on the topic of Chapter 2: "Creating Curriculum", discussions, and the Curriculum Topic Research assignment focusing on early childhood education classroom teaching and learning.

PHILOSOPHY

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

At the end of this course, you will be able to know and understand the following, according to the 2002 Kansas State Department of Education Teacher Education Licensing Standards:

Knowledge

1. 1 The teacher understands the language, philosophy, outcomes, and standards of various program models.
2. 3 The teacher knows and understands accreditation standards and procedures for quality infant and early childhood programs.
3. 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.

3.4 The teacher knows and understands the impact of family, culture, and society on all areas of child development.

6.2 The teacher understands curriculum development and subject content matter in the areas of emergent language and literacy, health, safety, nutrition, art, music, drama, movement, social skills, reading/language arts, math, science, social studies, health, safety education, physical education, and technology in order to create learning experiences for children, birth through third grade.

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

Jackman, H. 2005. 3rd Ed. *Early education curriculum: A child's connection to the world*. NY: Thompson Learning-Delmar.

TOPICS

Starting the Process

Creating Curriculum

Language and Literacy

Literature

Math

Science

Social Studies

Art

Sensory Centers

Music and Movement

Puppets

Dramatic Play

Creative Dramatics

COURSE REQUIREMENTS

Assignments

Self Introduction Paper

Curriculum Topic Research Paper

Course Reflection Paper

Quizzes

Quizzes (12 quizzes)