PREPARING PROFESSIONALS FOR CHANGING EDUCATIONAL CONTEXT

Department of Special Education
College of Education
University of Nevada, Las Vegas

Prefix & Number: ECE 252
Title: Infant/Toddler Curriculum
Credit: 3 hours
Semester/Time/Location: Fall 2003 / Tues.: 1:00-3:30 / CBC C225
Instructor: Dr. Yaoying Xu
Office Location: CEB 149
Office Hours: Mon.: 10:00-12:00; Tues.: 10:00-12:00; Thurs.: 10:00-2:00
Telephone/Email: 895-1100/yxu@unlv.edu
Prerequisite Courses: ECE 250

Course Description:
This course is designed to examine, integrate, and evaluate practical and theoretical issues related to developing curriculum for infants and toddlers. Discussion focuses on infant/toddler development, teacher and caregiver roles, working with families and communities, and working with special populations.

NAEYC GUIDELINES ADDRESSED

1. Promoting Child Development and Learning

Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

   a. Knowing and understanding young children’s characteristics and needs
   b. Knowing and understanding the multiple influences on development and learning
   c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

2. Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

   a. Knowing about and understanding family and community characteristics
   b. Involving families and communities in their children’s development and learning
Course Objectives:

Knowledge
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content
knowledge, Professional knowledge)
1. Use knowledge of how children develop and learn to provide opportunities that supports
development across domains of all young children from birth to age eight. (1.a)
2. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural
and political contexts for development and learning, and recognize that children are best
understood in the contexts of family, culture, and society. (1.a, 1.b, 1.c, 2.a, 2.b)
3. Use knowledge of how young children differ in their development and approaches to
learning to support the development and learning of individual children in healthy,
respectful, and supportive environment. (1.c, 2.a)

Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse
teaching settings in a manner that ensures that all students are learning.)
1. Use individual and group guidance and problem-solving techniques to develop positive
and supportive relationships with children, to encourage positive social interaction among
children, to promote positive strategies of conflict resolution, and to develop personal self-
control, self-motivation, and self-esteem. (1.a, 1.b, 1.c)
2. Incorporate knowledge and strategies from multiple disciplines (for example, health,
social services) into the design of intervention strategies and integrate goals from IEP’s
and IFSP’s into daily activities and routines. (1.a, 1.b, 2.b)
3. Establish and maintain physically and psychologically safe and healthy learning
environments for children. (1.c)

Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students, families,
colleagues, and communities and affect student learning, motivation, and development as well as the
educator’s own professional growth—guided by beliefs and attitudes related to values such as caring,
fairness, honesty, responsibility and social justice.)
1. Establish and maintain positive, collaborative relationships with families. (2.a, 2.b)
2. Demonstrate sensitivity to differences in family structures and social and cultural
backgrounds. (2.a)
3. Apply family systems theory, knowledge of the dynamics, roles, and relationships within
families and communities. (2.a, 2.b)
4. Link families with a range of family-oriented services based on identified resources,
priorities, and concerns. (2.b)
5. Communicate effectively with other professionals concerned with children and with
agencies in the larger community to support children’s development, learning, and well
being. (2.b)
6. Demonstrate an understanding of conditions of children, families, and professionals;
current issues and trends; legal issues; and legislation and other public policies affecting
children, families, and programs for young children and the early childhood profession.
(1.a, 2.a)
7. Demonstrate an understanding of the early childhood profession, its multiple historical,
philosophical, and social foundations, and how these foundations influence current
thought and practice. (1.b)
8. Serve as advocates on behalf of young children and their families, improved quality of
programs and services for young children, and enhances professional status and working
conditions for early childhood educators. (1.a, 1.b, 1.c, 2.a, 2.b)
Texts, Readings, and Instructional Resources:

Required Text(s):

Supplemental Texts/Materials:

Internet Resources:
The Council for Exceptional Children (CEC)  
http://www.cec.sped.org
The Division for Early Childhood (DEC)  
http://www.dec-sped.org
National Early Childhood Technical Assistance System  
http://www.nectas.unc.edu
National Association for the Education of Young Children  
http://www.naeyc.org/default.htm
Zero to Three  
http://www.zerotothree.org

Description of Instructional Procedures:
In-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual/small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel/panel discussions, and student presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a video project/presentation; journal reviews/presentations; and assessment of infant and toddler materials.

Assignments and Evaluation Procedures
1. A Developmental Kit will be designed and presented by each student. Students are required to present 2 age appropriate materials for the following age groups: young infants (birth to 8 months), mobile infants (8 to 18 months), and toddlers (18 to 36 months). Each item must have an index card (typed) describing the material, its use, and the supervision it requires. (25 points) CCL
2. Preparation of two (2) journal reviews along with presentation of information to the class will be completed. One article should focus on infant/toddler developmental issues and the other article should focus on a disability encountered with young children. A copy of the article must accompany the typed journal review. (10 points each, 20 points total)
3. Using Goals and Objectives for Children (p. 67) and Appendix B (pp.331-339), develop an individualized plan for a child from one of the three age groups: young infants (0--8 months), mobile infants (8-18 months), and toddlers (18 to 36 months). (25 points)
4. Final Examination (30 points)
Administrative Requirements:
1. Regular attendance, completion of assigned reading(s), and participation in class are expected (after 2 absences, 5 points will be deducted from the final grade for each absence).
2. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments cannot be made up and will result in a score of 0 (zero).
3. A grade of “incomplete” will be granted only if the student has:
   a. Completed 75% of the course,
   b. Earned a grade of “C” or better at the time the incomplete grade is requested
   c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
   d. The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.
4. All assignments MUST be typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style (where appropriate).

Performance Assessments and Grading Policy:
Refer to the assignment rubrics for specifics.
Final grades will be based upon the total number of points earned:

A= 95-100  A-=91-94
B+=87-90  B=83-86  B-=80-82
C+= 77-79  C=73-76  C-=70-72
D+= 67-69  D=63-66  D-=60-62
F= 59-0
Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 895-0652.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library (CML – CEB 101), or the Office of the Dean of the College of Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
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<tr>
<th>Session/Date</th>
<th>Course Schedule</th>
<th>Assignments</th>
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| 1/Agust 26   | • Introductions--Why a curriculum for infants and toddlers  
               • Overview of Course |             |
| 2/September 2| --Early Development and Learning  
               • Affective development  
               • Physical-Behavioral development  
               • Cognitive and mental development  
               • Very early learning | Handouts |
| 3/September 9| --Who's Who in a Quality Program  
               • Building relationship  
               • Knowing infants and toddlers—Developmental milestones of young children  
               • Knowing families  
               • Community | Chapters 1, 2, 3, 4, Appendix A  
                                        Videotape 1--A Baby's World (A Whole New World) |
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| 4/September 16 | --Nurturing cognitive and language development  
• Motivation and stimulation  
• Exploration and experimentation  
• Play and cognitive development  
• Play and language | Handouts |
| 5/September 23 | --Nurturing social competency  
• Knowledge of self and others  
• Acceptance of differences  
--Nurturing motor skill development  
• Gross and fine motor skills  
• Coordination and self-help skills | |
| 6/September 30 | --Putting Quality into Action: The Big Picture  
• Planning and evaluating your program  
• Individualizing for children and families | Chapters 5, 6, Appendix B |
| 7/October 7   | • Creating a welcoming environment  
• Ensuring children's safety  
• Promoting children's health  
• Guiding children's behavior | Chapters 7, 8, 9, 10  
Videotape 2--A Baby's World (Reason and Relationships) |
| 8/October 14  | --Putting Quality into Action: Routines Day by Day  
• Hellos and good-byes  
• Diapering and toileting  
• Eating and mealtimes  
• Sleeping and naptime  
• Getting dressed | Chapters 11, 12, 13, 14, 15  
Appendix C  
Videotape 3--A Baby's World (The Language of Being)  
Chapters 16, 17, 18, 19  
Appendix C |
| 9/October 21  | --Putting Quality into Action: Activities Day by Day  
• Playing with toys  
• Dabbling in art  
• Imitating and pretending  
• Enjoying stories and books | Review for the exam |
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<th>Date</th>
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<tr>
<td>10/October 28</td>
<td>Examination</td>
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<tr>
<td>11/November 4</td>
<td>• Tasting and preparing food</td>
<td>Chapters 20, 21, 22, 23</td>
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<td>• Exploring sand and water</td>
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<td>• Having fun with music and movement</td>
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<td></td>
<td>• Going outdoors</td>
<td>Videotape 4</td>
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<td>12/November 11</td>
<td>' Veteran Day</td>
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<td>13/November 18</td>
<td>Article Review and presentation Due</td>
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<td>14/November 25</td>
<td>Tour Infant/Toddler Programs</td>
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<td>15/December 2</td>
<td>Case studies</td>
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<td>16/December 9</td>
<td>Developmental Kit and Presentation Due</td>
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A Developmental Kit will be designed and presented by each student. Students are required to present 2 (two) different age appropriate items/materials for the following age groups: young infants (birth through 8 months), mobile infants (8 to 18 months), and toddlers (18 to 36 months). Each item must have an accompanying index card describing the material, the use of the item, and the supervision the item requires. Items can be commercial or homemade. Materials must be in good condition and must not be harmful to the child in any way. (25 points total) CCL