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: Spring 2003
Instructor: Cori More
Office Location: CEB 147
Office Hours: By Appointment
Telephone/Email: morec2@unlv.nevada.edu (email only)
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 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
**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. (2a, 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: 6 months, 12 months, 18 months, 24 months, and 36 months. Each item must have an index card (typed) describing the material, its use, and the supervision it requires. (50 points)

2. The Video Project/Presentation will be completed in collaboration with other students in the class (size of each is to be 3 to 4 people). The video should be 15 minutes in total length, depicting age appropriate behaviors across domains. Students are required to locate a child age 6 to 36 months who exhibits age appropriate behaviors for completion of this assignment. (50 points)

3. Throughout the semester students will be presented with case studies regarding the topic for that day. For each case study students will be required to address the problem, ethical issues, and steps to solve the problem to best meet the needs of the family and child. Responses to case study must be one page typed. Three case studies will be given. (10 points each, 30 total)

4. As part of classroom discussions, students will complete readings from the Companion Text. Students are responsible for reading the assigned material in order to facilitate discussion during class. At times the questions from the text will be assigned during the class period. These activities and discussions will account for 45 points of the students grades and can not be made up if students are not in class. (45 total points)

Administrative Requirements:

1. Attendance and participation in learning activities (in class and outside of class) that include discussion, role-play and simulations, individual and collaborative learning/problem solving processes. Note: regular attendance, completion of assigned reading(s), and participation in class is 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 from the companion text 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, and appearance.

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= 175-158
B= 157-140
C= 140-122
D= 122-105
F= 104-0
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.
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
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| Friday 2/15/08| - Introductions  
- Overview of Course  
- Historical & Current Perspectives | Chapter 1 & Reading 1 |                                   |
| Saturday 2/16/08| - Early Development & Learning  
- Motor Skill Development; Caregiving  
- Motor Skill Development  
- Cognitive & Language Development; Play as a curriculum | Chapter 2, 3, 4, 7, 8, 9, Appendix E Reading 3 Reading 4 Reading 5 Reading 7 Reading 9 |                                   |
| Friday 2/22/08| - Cognitive & Language Development | Reading 10 Reading 11 | Case Study 1 & 2                 |
| Saturday 2/23/08| - Social Competency;  
- Perceptual & Emotional Development  
- Social Competency; Perceptual & Emotional Development  
- Health Components | Chapter 10, 11 Reading 16 Reading 17 |                                   |
| Friday 2/29/07| - Nutrition  
- Safety; Physical / Experiential Environments; | Chapter 12 & Reading 12 | Case Study 3                     |
| Saturday 3/1/08| - Human Environment;  
- Student Presentations-Developmental Kits | Chapter 13 & Reading 13 | Developmental Kit and Presentation Due |
| Friday 3/7/08  | - Parents, Public Education, & Business;                               |                      |                                   |
| Saturday 3/8/08| - Student Presentations-Video/Typical Development |                      | Typical Development Video Presentations Due |
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: 6 months, 12 months, 18 months, 24 months, and 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