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: Spring 2017  
Time/Location: Wed, 7:00- 9:45 pm, CEB 208  
Instructor: Jennifer Buchter MEd, MSW, LSW  
Office Location: CEB 111  
Office Hours: Mondays- 2-4; Tuesdays-2:00-4:00; Wed-2:00-6:30; Thurs-12:00-2:00, other hours by appt.  
Telephone/Email: (702) 895-1383 Jennifer.buchter@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 toddler’s. Discussion focuses on infant/toddler development, teacher and caregiver roles, working with families, and working with special populations.

InTASC Standards ADDRESSED:
* Standard 1.0 Learner Development  
* Standard 2.0 Learning Differences  
* Standard 3.0 Learning Environments  
* Standard 4.0 Content Knowledge  
* Standard 5.0 Application of Content  
* Standard 6.0 Assessment  
* Standard 7.0 Planning for Instruction  
* Standard 8.0 Instructional Strategies  
* Standard 9.0 Professional Learning and Ethical Practices  
* Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:
* Standard 1: Promoting Child Development and Learning  
* Standard 2: Building Family and Community Relationships  
* Standard 3: Observing, Documenting, and Assessing to Support Young Children  
* Standard 4: Using Developmentally Effective Approaches  
* Standard 5: Using Content Knowledge to Build Meaningful Curriculum  
* Standard 6: Becoming a Professional  
* Standard 7: Field Experiences
Course Objectives Aligned With Professional Standards

Knowledge
(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional Knowledge)

Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic developmental of all young children from birth through age eight. (InTASC1.b, InTASC1.d, InTASC.e, InTASC2.a, InTASC2.c, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Developmental Kit

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. (InTASC5.g, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Exam, Developmental Kit

Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (InTASC1.b, InTASC1.d, InTASC2.a, NAEYC1.a, NAEYC1.c, NAEYC2.a, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Journal Article Critique, Observation Paper

Performance (Skills)
(The ability to used content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures all students are learning.)

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. (InTASC5.e, InTASC8.a, NAEYC1.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Developmental Kit

Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEPs and IFSPs into daily activities and routines. (InTASC5.g, InTASC8.a, InTASC10.j, NAEYC1.a, NAEYC1.b, NAEYC2.b)
Measurement/Evaluation: Developmental Kit, Journal Article Critique, Observation Paper

Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC3.k, NAEYC1c, NAEYC2.a, NAEYC2.b, NAEYC2.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Journal Article Critique, Reflection Paper
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.)

Establish and maintain positive, collaborative relationships with families. (InTASC9.m, NAEYC2.a, NAEYC2.b)

Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (InTASC2.j, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC5.a, NAEYC5.b, NAEYC5.c)

Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (InTASC4.m, InTASC5.g, InTASC9.d, NAEYC2.a, NAEYC2.b)

Link families with a range of family-oriented services based on identified resources, priorities, and concerns. (InTASC10.q, NAEYC2.b)
*Measurement/Evaluation: Developmental Kit*

Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children’s development, learning, and well-being. (InTASC10.d, NAEYC2.b)
*Measurement/Evaluation: Observation Paper*

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 (InTASC4.e, InTASC9.g, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c.)

Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (InTASC1.d, NAEYC1.b)

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. (InTASC10.j, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC2.a, NAEYC2.b)
*Measurement/Evaluation: Observation Paper*
Texts, Readings, and Instructional Resources:

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
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
UNLV Library:  
http://www.library.unlv.edu/

Assignments and Evaluation Procedures

1. Infant Toddler Developmental Kit - Due Wednesday 4/19  
100 points

A Developmental Kit will be designed and made into a presentation. 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 will be included in a PowerPoint presentation describing the material, its use, and the supervision it requires.

2. Classroom Observation Narratives - Due Wednesday 3/8 & 5/3  
150 points

Students will make two observations of infants and toddlers in child care settings. Additionally, students will generate a *comparison summary* of the two different classrooms they observed. On
March 8th, students will submit one classroom observation narrative. On May 3rd, students will submit two classroom observation narratives and the comparison summary (50 pts. each)

3. Journal Critiques - Due Wednesday 2/15 & 3/22 100 points Students will complete TWO peer-reviewed journal articles relating to infant/toddler childhood curriculum. Each review must be typed, a minimum of two pages in length, and free of spelling and grammatical errors. The review must contain the following five components: a) summary, b) methods, c) findings, d) implications, and e) reflection (your opinion). A copy of the article must be submitted with your review. The instructor must approve each article. Please plan in advance and do not wait until the last minute for article approval. See the rubric for more specific information.

   2 article critiques x 50 points per critique

4. Class participation 150 points
   Participation points will be assigned for contributing during class discussions, participating in group activities, and being an active part of the group. 10 points will be awarded per class for a total of 140 points.

5. Midterm Examination - Due Wednesday March 15 100 points

6. Final Examination - Due Wednesday May 10 100 points

Total available points= 700

Administrative Requirements:

1. 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, up to 2 days. If an assignment is turned in later than 2 days, then the assignment will be considered missed. Missed assignments cannot be made up and will result in a score of 0 (zero).

2. 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.

3. 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 6th 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 = 500 - 475
- A- = 474 - 460
- B+ = 459 - 440
- B = 439 - 425
- B- = 424 - 410
- C+ = 409 - 394
- C = 393 - 375
- C- = 374 - 360
- D+ = 359 - 340
- D = 339 - 325
- D- = 324 - 300
- F = <299

Provost’s Statement:
Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of
fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 12, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.
UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars
## Course Schedule – subject to change at instructor’s discretion

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Activity</th>
<th>Reading Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18/2017</td>
<td>1</td>
<td>Syllabus, Quiz, Course expectations Relationship-based model and the importance of relationships.</td>
<td>Chapter 1</td>
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<td>DAP Ch 1</td>
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<tr>
<td>1/25/2017</td>
<td>2</td>
<td>Understanding and using theory. Infants, Toddlers and their Families</td>
<td>Chapter 2, 3 &amp; 15</td>
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<td>DAP, Ch 4</td>
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<tr>
<td>2/1/2017</td>
<td>3</td>
<td>Responsive Programs: Quality, health, safety, and nutrition.</td>
<td>Chapter 11 &amp; 15</td>
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<td>DAP Ch 4</td>
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<td>2/8/2017</td>
<td>4</td>
<td>Creating a relationship-based curriculum</td>
<td>Chapter 12 &amp; 15</td>
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<td>Parlakian, 2015</td>
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<td>DAP Ch 4</td>
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<td>2/15/2017</td>
<td>5</td>
<td>Respect, Reflect, and Relate: the 3R approach to guidance.</td>
<td>Ch 14 &amp; 15</td>
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<td>Journal Critique #1 due Wednesday</td>
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<td>Parlakian, 2015 cont</td>
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<td>Norris &amp; Horm, 2015</td>
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<td>2/22/2017</td>
<td>6</td>
<td>The power of observation; Learning about infants and toddlers.</td>
<td>Chapter 4 &amp; 15</td>
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<td>DAP, Ch 2 p. 28</td>
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<tr>
<td>Date</td>
<td>Module</td>
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<tr>
<td>3/8/2017</td>
<td>Module 8</td>
<td>Social development and learning with peers.</td>
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<td>3/15/2017</td>
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<td>Midterm</td>
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<td>Date</td>
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<tr>
<td>4/12/2017</td>
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<td>SPRING BREAK</td>
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<tr>
<td>4/19/2017</td>
<td>12</td>
<td>Brain and prenatal development, birth, and the newborn</td>
<td>Chapter 5 &amp; 15&lt;br&gt;Infant Toddler Developmental Kit due Wednesday&lt;br&gt;Handbook of Early Intervention-Shonkoff and Marshall</td>
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<td>Harvard Center of the Developing Child</td>
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<td>4/26/2017</td>
<td>13</td>
<td>Routines, Environments, and Opportunities: Day to day the relationship way</td>
<td>Chapter 13 &amp; 15&lt;br&gt;DAP, Ch 6 Gillespie</td>
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<td>Question: How would you organize the environment to encourage creativity?</td>
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<tr>
<td>5/3/2017</td>
<td>14</td>
<td>Infant-toddler professionals Final review</td>
<td>Ch 16 &amp; 15 &amp; Cases 2016&lt;br&gt;Classroom Observation Narratives (#1 and #2) and Comparison Summary due Wednesday&lt;br&gt;DAP, Ch 2</td>
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<tr>
<td>5/10/2017</td>
<td>15</td>
<td>Final</td>
<td>Final Exam</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 each of the following age groups: 6 months, 12 months, 18 months, 24 months, and 36 months (10 total). Each item must be included in a PowerPoint presentation (or a similar presentation method, needs to be approved by the instructor) describing the material, its use, and the supervision it requires. Items can be commercial or homemade. Materials must be in good condition and must not be harmful to the child in any way.