

I. Educ 578: Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3)

II. Academic Credit: 3 Graduate Credit Hours

III. Course Description:

Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children from birth to age three; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children from birth to age three

IV. Place of Course in the Curriculum:

Educ 578 is a required course for both the Early Childhood Education Endorsement and the Master's in Education, Early Childhood Education.

V. Course Goal and Objectives:

Goal:

To provide educators with the knowledge, skills, and dispositions (essential professional tools) needed to create and sustain a developmentally appropriate early childhood education program for children from birth to age three.

Objectives:

1. Identify and promote the patterns of normal linguistic, physical, social, cognitive, moral, emotional, and aesthetic development that are observed between birth and three years of age.
2. Identify how qualities in parent/caregiver/teacher relationships affect the infant's brain development, current and future behavior.
3. Design, implement, and evaluate experiences that promote positive development and learning for all children (including a broad range of abilities and cultures), based on an understanding of developmentally effective approaches to teaching and learning.
4. Know the essential concepts, inquiry tools, and structure of content areas and identify resources to deepen understanding.
5. Use systematic, on-going observations, documentation, and other assessment strategies, in partnership with families and other professionals, to positively influence children's development and learning.
6. Recognize the necessary components of developmentally appropriate indoor and outdoor environments for children birth through age three.
7. Develop appropriate curriculum plans, routines, and schedules for children birth through age three.
8. Articulate the major components of a developmentally appropriate curriculum for children between birth and three years of age.
9. Observe, analyze, and critique an early childhood setting, proposing appropriate modifications based on current research and theory
10. Demonstrate knowledge and dispositions in creating respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

11. Grow as a professional, utilizing professional standards and ethical guidelines.
12. Advocate for sound education practices and policies.

VI. Content

- A. Historical influences relating to the care, teaching, and assessment of infants and toddlers, birth to age three
- B. Understanding and applying current theory in infant/toddler care and teaching
- C. Language acquisition
- D. Physical and motor development
- E. Social development
- F. Cognitive development
- G. Moral development
- H. Emotional development
- I. Aesthetic development
- J. Developmentally appropriate methodology
- K. Creating a relationship-based curriculum
- L. Learning environments
- M. Supportive relationships and communication with families of infants and toddlers
- N. Inclusion of infants and toddlers with disabilities in quality programs
- O. Assessment of infant and toddler development/learning and proposing appropriate modifications in curriculum, methodology, and assessment
- P. Evaluating quality in infant and toddler programs and proposing appropriate modifications in curriculum, methodology, and assessment
- Q. Resources for families of infants and toddlers

VII. Methodology

1. Online discussion (small and large group)
2. Professional observation during classroom visits
3. Technology (PowerPoint, webcam, Blackboard)
4. Videos and DVDs
5. Learning modules
6. Case studies
7. Clinical and Field-based experience

VIII. Evaluation

Evaluation will be based upon the successful completion of student roles as determined by the instructor.

IX. Student Roles

1. Complete assigned readings.
2. Participate in small and large group discussions.
3. Observe and evaluate an infant/toddler program (birth to age three); compose a critical analysis of the site and program in light of current theory and research and propose modifications.
4. Design an infant/ toddler indoor and outdoor environment.

5. Articulate the essential components of an exemplary birth to age three curriculum.
6. Complete and document field experience as specified and arranged by the instructor.
7. Complete other assignments (such as major project) made by the instructor.

X. Representative Bibliography

Charner, K., Murphy, M., & Clark, C. (2006). *The Encyclopedia of Infant and Toddler Activities*. Beltsville, MD: Gryphon House.

Dodge, D. T., Rudick, S., & Burke, K. (2006). *Creative Curriculum for Infants, Toddlers and Twos* (2nd ed.). Teaching Strategies, Inc.

Duffy, C., Schoenbeck, B., Spaeth, J., Spiess, K., Stockman, J., & Wellens, L. (2001). *The Blessing Place*. St. Louis: Concordia Publishing House.

Harms, T., Cryer, C., & Clifford, R.M. (2005). *Infant/Toddler Environment Rating Scale* (Rev. ed.) New York: Teachers College Press.

Honig, Alice. (1996). *Behavior Guidance for Infants and Toddlers*. Southern Early Childhood Association.

Koralek, D. (Ed.). *Young Children*, 61 (4). Washington, D.C.: National Association for the Education of Young Children.

Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. S., & Weissbourd, B., (2003). *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice*. Washington, D.C.: Zero to Three Press.

Miller, K., (2005). *Simple Steps: Developmental Activities for Infants, Toddlers, And Two-Year-Olds*. Upper Saddle River, NJ: Pearson Education, Inc.

Rosenkoetter, S., & Knapp-Philo, J., (2006). *Learning to Read the World: Language and Literacy in the First Three Years*. Washington, D.C.: Zero to Three Press.

Straub, S., & Dell'Antonia, K.J., (2006). *Reading with Babies, Toddlers and Twos*. Naperville, IL: Sourcebooks, Inc.

Watson, L., & Swim, T., (2008). *Infants and Toddlers: Curriculum and Teaching* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Wittmer, D., & Peterson, S., (2006). *Infant and Toddler Development and Responsive Program Planning*. Upper Saddle River, NJ: Pearson Education, Inc.

Revised 2012-2013