



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

#### ECED 503-01 INFANTS AND TODDLERS IN EARLY CARE AND EDUCATION PROGRAMS FALL 2010

**Instructors:** Dr. Mary Ellen McGuire-Schwartz

**Department:** Elementary Education, Chair: Dr. Patricia Cordeiro, 456-8626

#### 1. COURSE INFORMATION **CATALOG 2009-2011:**

- a. Catalog: Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities, health and safety routines, appropriate materials and environments, and legal issues for child care providers.
- b. Extended: Students explore and analyze components of quality early care and education programs for infants and toddlers. A range of early childhood research, theory, and programs for children from birth through age three including developmentally appropriate practices, standards, accreditation, observation, documentation and assessment to support young children and families, meaningful curriculum, the learning environment, policies, and contemporary educational issues and research surrounding the field of early childhood infant toddler care.

Learning Objective	Standards	How is it assessed?
Present an in-depth summary of research and bibliography on a specific topic that demonstrates research, reflection and knowledge on the topic.	Reflective Practice, Knowledge, Domain-Specific Knowledge, Pedagogy: Evidence -Based Decision Making, Professional Identity Development, Technology Use NAEYC 1, 3, 4, 5 NAEYC Tools 3, 4, 5, 6	Review of Research and Summary with Bibliography
Observations, Critiques, and Reflections of observations in infant-toddler early care and education program in diverse settings. Early Head Start program, a licensed family day care setting, a Birth to Three program, an infant-toddler program (private or public), a NAEYC accredited child care center. Programs with children from birth to age three should be observed. A report of the observation should include a	Reflective Practice, Knowledge: Information Literacy, Contextual Perspective, Professional Awareness, Domain Specific Knowledge Pedagogy: Evidence-Based Decision Making, Diversity of Practice, Professionalism, Assessment NAEYC Standards 3, 4, 5 NAEYC Tools 1, 2, 3, 4, 5,	Observation of Early Care and Education Programs

<p>detailed room arrangement, the philosophy of program, staffing patterns, schedule, policies, funding, and observations of staff-child interactions. A reflection on the observation should address any issues or concerns that you observe.</p>		
<p>Plan and develop a meaningful curriculum for infants and toddlers using developmentally appropriate teaching strategies. Include a detailed center lay-out, room arrangement, the philosophy of program, staffing patterns, schedule, policies, and transition policies for children coming into and leaving the program, primary caregiver approach, and age groups.</p>	<p>Reflective Practice, Knowledge:, Information Literacy, Domain Specific Knowledge, Contextual Perspective, Professional Awareness Pedagogy: Evidence-Based Decision Making, Diversity of Practice, Professional Identity Development, Technology Use, Assessment</p> <p>NAEYC Standards 1, 2, 3, 4 NAEYC Tools 1, 2, 3, 4, 5, 6</p>	<p>Meaningful Curriculum</p>
<p>Write a research paper on an issue, topic or problem pertaining to infant and toddler early care and education programs. The written report will include a presentation of the problem, summary of relevant research, position advocated, results of the study, bibliography with at least ten sources, a one page abstract, and an oral presentation in class. Primary sources should be used.</p>	<p>Reflective Practice, Knowledge: Domain - Specific, Information Literacy, Contextual Perspective, Professional Awareness, Pedagogy: Evidence-Based Decision Making, Technology Use, Diversity of Practice, Professional Identity Development, Technology Use, Assessment</p> <p>NAEYC Standards 1, 2, 4, 5 NAEYC Tools 1, 3, 4, 5,</p>	<p>Research Paper and Presentation</p>

## 2. COURSE TEXTS AND MATERIALS

Copple, C. & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: National Association for the Education of Young Children.

Marotz, L. (2009). *Health, Safety, and Nutrition for the Young Child. (7<sup>th</sup> ed.)*. Albany, NY: Thomson Delmar Learning.

Gonzalez-Mena, J. & Eyer, D.W. (2009). *Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education. (8<sup>th</sup> ed.)*. New York: McGraw-Hill.

Handouts, other texts, journal articles, on-line research and resources, and readings will vary, according to review of research for each topic.

Recommended Text:

Balaban, N. (2006). *Everyday goodbyes: Starting school and early care: A guide to the separation process*. New York: Teachers College Press.

Gandini, L. & Edwards, C.P, (eds.) (2001). *Bambini: The Italian approach to infant/toddler care*. New York: Teachers College Press.

Gonzalez-Mena, J. (2008). *Diversity in early education: Honoring differences. (5<sup>th</sup> ed.)*. New York: McGraw-Hill

3. COURSE CALENDAR

Day/week	Class topic	Readings	Assignments
Week 1	Introduction, Orientation, Syllabus, Blackboard Orientation	Ch. 1 (G-M/E) DAP Part 1	Readings
Week 2	Early Care and Development Principles of Caregiving/Development	Chs. 2-4 (G-M/E) DAP 2	Readings/Discussion Board
Week 3	Child Development & Dispositions/Theories of Development/ Vygotskian Framework	Chs. 2& 3 (D&N) Chs. 1 -3 (B & L) Chs. 2-3 (S,H,&S)	Research Theories of Development/Discussion Board
Week 4	Critique Theories of Development Children's Play	Chs. 3 & 4 (B & L) Ch. 4 (S) (D&N)	Present Theories/Discussion Board
Week 5	Early Childhood Curriculum Program Models	Ch. 5 (D&N) Ch. 5 (B&L) (S) Introductions (RC 1-34)	Discussion Board
Week 6	Preschool Curriculum & Programs Development & Learning/Organization & Daily Life / Early Childhood Curriculum & Models	RC 34-77 Ch. 6,7& 8 (D&N) Chs.6-9 (B&L) (S)	Discussion Board
Week 7	Infant & Toddler Curriculum Development & Learning	RC 34-77 Ch. 9 (D&N) Chs. 10 & 11 (B&L) (S)	Journal Articles and Web Reviews

Week 8	<i>Kindergarten Curriculum Development &amp; Learning Documentation &amp; Assessment</i>	<i>Ch. 10 (D&amp;N) Ch.10 &amp; 11 (B&amp;L) RC 78-115,228-244</i>	
Week 9	<i>Primary Grades Curriculum Development &amp; Learning Assessment</i>	<i>Ch. 11 (D&amp;N) Ch.12-14 (B&amp;L) RC 158-227</i>	<i>Universal Design for Learning Module</i>
Week 10	<i>Inclusion/Special Needs Families &amp; Communities ECE Philosophy &amp; Curriculum Activities</i>	<i>Ch. 12 (D&amp;N) (S) RC 116-151</i>	<i>Discussion Board</i>
Week 11	<i>Creative Project Work Groups Web Research Creativity &amp; Play</i>	<i>Handouts and Web Links</i>	<i>Research Class ECE Philosophy</i>
Week 12	<i>Understanding in Learning Groups Global Perspectives Curriculum Based Activities ECE Philosophy</i>	<i>RC 246-277 RC 278-321</i>	<i>Curriculum Based Activities Due ECE Philosophy</i>
Week 13	<i>Creative Curriculum Project Work Groups</i>	<i>Review readings</i>	<i>Online Blog &amp; Chat</i>
Week 14	<i>Creative Curriculum Model Projects</i>		<i>Presentations</i>

#### 4. REQUIREMENTS

- Read required texts and course readings. Develop skills in identifying and using professional resources and inquiry skills and knowledge of research methods by conducting a review of research, writing a research paper, and completing a research summary.
- Participate fully in classes and on-line seminar discussions, raise critical questions, participate in discussions, pose and solve problems, and articulate your views and beliefs in class and on Blackboard.
- Submit one hard copy and one electronic of a five to eight page REVIEW of RESEARCH and SUMMARY with Bibliography on a topic selected from the attached list. Bibliography: APA form.
- Observe in one infant-toddler early care and education program in a diverse settings. You may include an Early Head Start program, a licensed family day care setting, a Birth to Three program, an infant-toddler program (private or public), a NAEYC accredited child care center. Programs with children from birth to age three should be observed. A report of the observation should include a detailed room arrangement, the philosophy of program, staffing patterns, schedule, policies, funding, and observations of staff-child interactions. A reflection on the observation should address any issues or concerns that you observe.
- Plan and develop a meaningful curriculum for infants and toddlers using developmentally appropriate teaching strategies. Include a detailed center lay-

out, room arrangement, the philosophy of program, staffing patterns, schedule, policies, and transition policies for children coming into and leaving the program, primary caregiver approach, and age groups. (Knowledge, Reflective Practice, Pedagogy, Professionalism, Standards, NAEYC 1, 4, 5)

- Write a research paper on an issue, topic or problem pertaining to infant and toddler early care and education programs. The written report will include a presentation of the problem, summary of relevant research, position advocated, results of the study, bibliography with at least ten sources, a one page abstract, and an oral presentation in class. Primary sources should be used.
- Use APA format in all written work and papers.
- Use available web tools and resources including Blackboard resources (e-mail, presentations, discussion, and chat), Skype, PodCast, SeedWiki and other available resources to complete work and communicate with classmates and instructor.

### **Course Evaluation:**

Grade Grades are a composite of participation, research work, assignments, and quality of work. All assignments are due on the date assigned. All work must meet the high standards required of an educator. All assignments must be word processed, typed and stapled. Assignments received after the due dates will result in a loss of credit.

### **Grading Scale:**

A = 95 and above; A- = 90-94  
B+ = 86-89; B = 83-85; B- = 80-82  
C+ = 76-79; C = 73-75; C- = 70-72  
D+ = 66-69; D = 63-65; D- = 60-62  
F = less than 60

## **5. RIC POLICIES**

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: [Academic policies and procedures](http://www.ric.edu/administration/pdf/College%20handbook%20Chapter%203.pdf#28). Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College handbook Chapter 3.pdf#28](http://www.ric.edu/administration/pdf/College%20handbook%20Chapter%203.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.