IECE 421
Advanced Curriculum and Instruction for Infants and Toddlers
3 Credit Hours

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Prerequisites: CFS 295, IECE 324, 325, 326, EXED 422, LTCY 310
Co-requisites: IECE 422, EXED 419, 432

Course Description: Curriculum and instruction of children birth through three years, both with and without disabilities and their families, will be addressed. Students will be prepared to implement services in both home and center-based settings. Field experience is required; students are responsible for their own transportation.

Course Rationale: This course is designed for Interdisciplinary Early Childhood Education (IECE majors). Western Kentucky University’s IECE curriculum is based on Kentucky’s IECE New Teacher Standards, the National Association for the Education of Young Children’s Standards for Program, the Council for Exceptional Children’s (CEC) Common Core, and the Division for Early Childhood of the CEC’s Personnel Standards. Based on these standards, Western’s IECE curriculum must prepare student to design developmentally appropriate curriculum and experiences for children birth through five, with and without disabilities, and their families. The course will focus on standards specific to implementing curriculum with infants and toddlers and supporting families.

Textbooks/Readings:


A comprehensive guide for application in early intervention/early childhood special education. Longmont, CO: Sopris West.

Additional Readings: The instructor will assign additional readings as appropriate for the course.

IECE Teacher Standards:
I. Create appropriate learning environments that are supportive of development needs.
II. Introduce, implement, facilitate, and manage development and learning.
III. Assess children’s cognitive, emotional, social, communication, adaptive and physical development; organize assessment information and communicate the results.
IV. Reflect on and evaluate teaching and learning situation, environments, and programs.
V. Collaborate and consult with staff in a team effort, volunteers, families, and other providers.
VI. Engage in self-evaluation of teaching and management skills
VII. Support and promote the self-sufficiency of families
VIII. Demonstrate implementation of technology.

Course Objectives: At the completion of this course, the student will be able to:

1. Describe team models implemented in infant/toddler programs.
2. Explore strategies for effective collaboration with paraprofessionals and other professionals.
3. Identify models for implementing home-based services.
4. Identify strategies for working with children and families from diverse cultural and linguistic backgrounds in home settings.
5. Identify models for implementing center-based services.
6. Describe strategies for maintaining indoor and outdoor play environments.
7. Plan and implement family-centered activities in a home-based setting.
8. Develop and implement a standards based unit for infants and toddlers.

Course Outline:

A. Team models
   1. Characteristics of models
   2. Advantages/disadvantages of models
   3. Implementing the transdisciplinary model

B. Home-based services
1. Adult-child interactions
2. Consultative services
3. Implementing family-centered services
4. Implementation of team-based services
5. Working with children and families who are culturally and linguistically diverse

C. Center-based services
1. Implementation of itinerant/consultative services
2. Maintenance of indoor/outdoor learning environments
3. Collaboration with paraprofessionals and other professionals
4. Working with children and families who are culturally and linguistically diverse

D. Curriculum and instructional strategies to promote development and learning
1. Linking assessment with curriculum
2. Standards based units
3. Curriculum across developmental domains
4. Strategies for small group instruction
5. Strategies for large group instruction
6. Naturalistic teaching strategies

Course Requirements:
1. Group Assignment/Assess Infant/Toddler Environment using the ITERS and present to class 50 points
2. Inclusion Matrix for infant and toddler 150 points
3. Develop and implement (2) Infant Activities and 2 Toddler activities 150
4. Staff Notes for each activity (total 4) 75
5. Family Activity for each (total 4) 75

Grading and Evaluation: Points will be assigned as followed

Grading System

Assignments: Points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project Infant/Toddler Environment</td>
<td>50 pts</td>
</tr>
<tr>
<td>Inclusion Matrices</td>
<td>150 pts</td>
</tr>
<tr>
<td>Development &amp; Implementation of Activities</td>
<td>150 pts</td>
</tr>
<tr>
<td>Staff Notes (4)</td>
<td>75 pts</td>
</tr>
<tr>
<td>Family Activity (4)</td>
<td>75 pts</td>
</tr>
</tbody>
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Course Grading System

A= 500-453
Rubrics for critical performances can be found at
http://edtech.tph.wku.edu/~eps/

Course Policies:

1. All assignments will have a due date. Assignments turned in after the
deadline may have 10% deducted from the overall points of the
assignment for each day it is late.

2. You are required to check the course site and your email on a regular
basis. I will post agendas prior to each class meeting, but you can check
the course calendar to see the topic and related readings for each class
meeting. I MAY post power points for each of our weekly discussions prior
to weekly meetings. Power points in no way take the place of reading the
text or related materials and are the intellectual property of the instructor.

3. Assignments will be turned in via the assignment section of the
blackboard course site. To access assignments, you follow the link from
the main menu of the course. You will attach your assignments through
this tool. Documents you submit via assignments MUST be saved to your
computer in either Microsoft WORD or Rich Text Format. You will know if
you have successfully submitted an assignment by checking the grade
book and under the assignment you should see a “!” by the name of the
assignment. If you do not see a “!” your assignment has not been
submitted and you will need to resend. Assignments turned in via email
attachment will not be accepted, you must use the assignment section of
blackboard to submit your work.

4. All assignments must be named with your first initial, last name and the
name of the assignment. For example, one of your first assignments will
be your inclusion matrix - I would name my document
SDietrichInfantInclusionMatrix. Assignments turned in not following this
naming convention will not be graded.

5. Save a hard copy of all assignments turned in through the assignment
section of blackboard. Always backup documents from your hard drive so
that you will not have to redo an assignment completely if you have
technology problems.

6. Each student is expected to upload all critical performances for this class
through the college of education’s portfolio system. A final grade will not
be assigned if critical performances are not uploaded by the deadline
indicated in the course calendar.

PLAGIARISM POLICY: “To represent written work taken from another source as
one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism” (pg. 27, Western Kentucky University Undergraduate Catalog 2003-2005). This policy also applies to images taken from sources and not created by the student. Any act of plagiarism on part of the student will result in a failing grade for the assignment.

ATTENDANCE POLICY: Students are expected to attend class regularly and participate in weekly discussions and assignments.

DISABILITIES ACCOMMODATIONS STATEMENT: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

UNIVERSITY POLICY FOR FIELD EXPERIENCES OR OBSERVATIONS: Western Kentucky University implemented a policy in August, 2002 that requires all students to have a criminal background check, a physical and a TB Skin test on file in the Office of Teacher Services before they can begin field experiences or observations. See attached document from Office of Teacher Services.