

**Enhancing Learning and Development in Infants and
 Young Children in Integrated Settings**
15:255:512:01
3 Credits

Instructor: Suzette J. Sularski, Psy.D.	Day & Time: Selected Mon. 4:50-7: 30
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Mode of Instruction:	
<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Hybrid
<input type="checkbox"/> Seminar	<input type="checkbox"/> Online

► **It is your responsibility to read this syllabus thoroughly. Be sure to familiarize yourself with the Course Policies section of this syllabus so that you have a clear understanding of expectations for both online and in-class participation, as well as expectations for all assignments.**

Instructor Availability

The best way to contact me is via email (posted above). It is my intention to respond to emails within 24 hours. If you do not get a response from me within 48 hours, please assume that there was a technological difficulty and resend your email. Since this is a hybrid course, I will be checking our ecollege course pages very frequently during the weeks that we are learning online via ecollege with the purpose of reviewing, guiding, and responding to comments and contributing to discussions. The only time that I am on campus is to teach this course. However, I am sincerely interested in your success and I can arrange to meet with you just before or after class. I am also happy to arrange phone conferences as needed. My aim is to support you in any way that I can as you become the best possible educators. I am truly sincere when I invite you to contact me. **PLEASE FEEL FREE TO CONTACT ME WITH ANY QUESTIONS!**

Learning Goals

Upon completion of this course, students will be able to:

1. Interact with young children to enhance learning and development;
2. Adapt and modify activities to support learning for young children at various developmental levels;
3. Enhance social-emotional learning for young children in their classrooms;
4. Reach and teach English Language Learners (ELL) and/or Dual Language Learners (DLL);
5. Explain the importance of documentation and assessment;
6. Assist families with accessing intervention and support for students with special needs; and
7. Partner with families to enhance student outcomes.

Course Catalog Description

Planning and implementing interdisciplinary developmental programs to enhance the learning and development of infants and young children in integrated settings, especially those at risk for or experiencing developmental disabilities, and their families. Intended for students enrolled in the Preschool-Grade 3 Endorsement Program and current or potential team members from all appropriate disciplines: educators, developmental and school psychologists, occupational and physical therapists, learning consultants, speech and language pathologists, infant day care providers, social workers, nurses, physicians, administrators, and policymakers. *Formerly 15:290:524. Prerequisites: Recently completed graduate course in child development and at least two of 15:290:520, 521, 522; or permission of instructor.*

Additional Course Information

This class was designed as part of a course sequence for the preparation of teachers of very young children. We will explore the diverse array of settings early childhood teachers work in and we will consider a variety of ways in which teachers can work to support and enhance the early learning and development of all children. Attention will also be devoted to working with parents and families, as well as special populations. This class is designed to bridge basic theory and research in children's learning and development with the applied concerns of the classroom teacher. Throughout, we will be concerned with optimizing instruction and learning for all young children.

Texts:

Rather than using a traditional textbook, we are going to be using several books that will serve as resources for you as you emerge as strong early childhood educators. Hopefully, you will find that you will refer to these books not only for this course, but also throughout your career. You should be able to find each of the following texts for \$30.00 or less.

Dombro, A.L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning*. Washington, DC: National Association for the Education of Young Children.

Gould, P. & Sullivan, J. (1999). *The inclusive early childhood classroom*. Beltsville, MD: Gryphon House

Henthorne M., Larson, N., & Chvojicek, R. (2000). *Transition magician 2: More strategies for guiding young children in early childhood programs*. St. Paul, MN: Redleaf Press. (You may select a different edition of this book.)

Sandall, S. R. & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs, 2nd Ed.* Baltimore, MD: Brooks Cole Publishing.

Guidelines for Developmentally Appropriate Practice published by the National Association for the Education of Young Children. See www.naeyc.org. Also www.naeyc.org/store. (required for this course and others)

Additional required readings will be posted in Doc Sharing on the ecollege course pages.

Professional Standards:

NAEYC Standards for Initial Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They a) know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.

Special Requirements for this Course:

1. One of the course requirements includes observations of early childhood classrooms. You will need time during the day to complete this. Specifics are discussed later in this syllabus and on the ecollege website. We will also discuss this in class.
2. If you have not already done so, you should become a student member of the National Association for the Education of Young Children (NAEYC).

Prerequisites for the Hybrid Format

Students should be comfortable in an online environment and be able to use basic computer and Internet tools such as Word Processing, PowerPoint, Ecollege, and email. Students with these skills should have a positive experience with a hybrid course. Technical support is available for issues that you may have with Ecollege. You may contact the Help Desk at (732) 445-HELP (4357).

Overview of Hybrid Course

This is a graduate level, three credit, hybrid course. Some weeks we will meet on campus, and other weeks we will “meet” on our ecollege course pages where assignments and discussions will be assigned. Each week that we meet on ecollege, you will be required to respond to 1-3 discussion threads, which are based on the readings and other sources of information (additional readings, websites, videos, etc.) as indicated on ecollege. You should familiarize yourself with the reading requirements for each week as outlined in this syllabus and review all course requirements on the first day of class. You are expected to read assignments a week in advance so that you will be prepared to participate in discussions (either online or in class) and submit assignments on time.

Communication

I will communicate with the class in several ways. It is the student’s responsibility to check all communications and to know the expectations and requirements for this course, as well as any changes that are made along the way. In order to support you, the following is strongly recommended:

1. Read this syllabus carefully and know its content well (pay special attention to Course Policies);
2. Check the announcement area of ecollege every time you login;
3. Check the introductory section to each week and for each discussion thread;
4. Check your assigned Rutgers email. I will only use Rutgers email addresses to send out group emails.

Course Policies

1. It is essential that you read this syllabus completely before beginning your work for this course. Please be advised that this syllabus is tentative. In the event of changes in assignments, it is the student's responsibility to know the changes, even if not in class or logged into ecollege on the day changes were announced/posted. During the weeks that we meet online, students are expected to review announcements on the home page every time they log-in. Lack of knowledge about changes will not be considered an acceptable excuse for late assignments or failure to complete assignments as directed.
2. This is a hybrid course. To be granted full credit for participation, you are required to (a) contribute to online assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions; and (b) participate fully during on-campus class sessions. Expectations for online participation are much different than traditional in-person courses. You will need to be an active learner; ecollege does not have any seats in the back of the room! Full, active participation with the course materials in ecollege and in class is required. During weeks that we meet online, you are expected to **log into ecollege two times each week at a minimum** to read, contribute, and respond to new discussion threads.
3. Assignments and readings are to be completed by the date specified. Late posts to discussion threads will not be accepted. Late assignments will not be accepted.
4. When students respond to class discussions on ecollege and/or in class, it is expected that students demonstrate mastery of course readings while also applying practical knowledge. It is essential that you relate the readings to the threaded discussion questions. In addition, you are encouraged to share personal experiences you have gained from student practicum experiences. In general, posting early in the week provides the advantage of being able to contribute original comments. It also gives your peers ample opportunity to respond to your comments. The quality of your posts/comments is as equally important as the quantity of your posts/comments. Therefore, responses that consist of "I agree" are not acceptable. It is expected that your comments/posts reflect knowledge and careful thought. You are also expected to respond to any questions raised by your peers or the instructor.
5. As future educators, it is imperative that your communication style be as professional as possible. Therefore, you are expected to compose your thoughts and ideas in a coherent, professional manner. Accordingly, your posts on ecollege should utilize proper grammar, spelling, etc. This not only demonstrates respect for your peers and future colleagues, but also for the profession. It also makes it easier for others to grasp and respond to what you are trying to convey. It is not acceptable to use "text messaging" language. You are encouraged to be mindful of how your written language skills reflect upon you. Overall, please be polite, respectful, and professional when posting and responding to threads. It is expected that we will have differences in opinions on topics that will arise in the course, but berating, rude, and/or dismissive comments are not acceptable.

6. Please keep to the topic listed in the instructions for each discussion thread on ecollege. If you have other issues or concerns, please email me or dicuss it when we meet in person.
If you have a pressing concern, please contact me via email!
7. You are required to use APA style for all written assignments. The webliography on ecollege includes links that will assist you with APA style. It is important to cite all of your references appropriately. Plagiarism will be handled in accordance with Rutgers University policy.
8. Extra credit assignments are not available.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

How You Earn Your Grade

Evaluation of your performance in this course is based on your performance on assignments as indicated below. Late assignments will only be accepted in the case of a documented emergency and points will be deducted for each day that an assignment is late. Extra credit is NOT available.

<u>Grading Requirements</u>	<u>Value</u>
1. Observation Report	33%
2. Final Project: Workshop for Parents or Colleagues	33%
3. Online and In-Class Participation	33%

Percentages will be converted to letter grades as follows:

90-100	= A
87-89	= B+
80-86	= B
77-79	= C+
70-76	= C
≤ 69	= F

Observation Report – 33%

Due: TBD

You are required to visit two different early childhood settings and write an integrative paper reporting on these observations. You may visit kindergarten, preschool, infant, or toddler programs, but one of the two observations **MUST** be in a preschool setting. You are *strongly* encouraged to observe a setting in which students with special needs are included. Your observation may NOT be conducted in your own work setting since you must be able to focus all of your attention on observing. Additional details for this assignment will be posted on ecollege and discussed in class.

Final Project: Workshop for Parents and/or Colleagues – 33%

Due: TBD

The purpose of this assignment is to think critically about how you can engage families and/or colleagues in the process of enhancing the learning and development of typical young children, as well as young children with special needs. If done thoroughly, it will provide you with a strong tool for enhancing your own knowledge about a topic of interest to you, as well as assist you with developing relationships with families and colleagues. It can also be a powerful way to promote yourself on interviews for teaching positions.

Requirements for the presentation:

1. The presentation must be in the form of a workshop for parents of young children and/or fellow educators of young children.
2. The presentation is to be between 15 and 30 minutes long.
3. You must consider the inclusion of students with special needs in what ever topic you select.
4. You must get your topic approved by the instructor in advance.

In addition to the presentation you are to submit to me a one-page summary, which includes the following:

1. A very brief description of the topic that you have selected and why you have selected it;
2. The audience for whom the presentation is intended;
3. The setting in which you plan to provide the presentation;
4. Goals and objectives for the presentation (be careful not to try to include too much in a short amount of time; be selective in what you want to accomplish);
5. How you will promote your presentation (how you will get people to come);
6. How the topic relates to one or more of the New Jersey Preschool Teaching and Learning Standards;

6. How the presentation will enhance outcomes for students with special needs; and
7. Activities that will make the workshop hands-on and interesting.

You will be required to view the presentations posted by others in the class and provide constructive feedback.

Participation – 33%

As indicated under course policies section of this syllabus, full active participation with the course materials in ecollege and in class is required. During the weeks that we are meeting online, you are expected to log into ecollege two times each week **at a minimum** to read, contribute, and respond to new discussion threads. To be granted credit for full participation, you are required to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions. In order to successfully participate as described, it will be required that you return to online activities at least two times each module in order to respond to discussions underway by your classmates. During the weeks that we meet on campus, you are also expected to participate in an equally engaging manner.

Earning Full Credit for Participation on ecollege

1. Make initial posts to discussion threads by Wednesday of each week that we meet online;
2. Post comments and responses that reflect that you have completed the reading assignments;
3. Post comments and responses that reflect thought and application of skills. Comments such as “I agree” will receive no credit;
4. Respond to the postings made by others before the last day of the week;
5. The responses that you make to the postings of others should enhance the flow of discussion. This means that your responses demonstrate that you have reflected about the comments of your peers in relation to the topic;
6. If another student comments on something that you have written, you are expected to comment back to that person in a thoughtful and professional manner to enhance the flow of discussion.

► **Points for class participation will be deducted at the discretion of the instructor for missing posts to discussion threads, late postings, not responding to peers or the instructor, not responding to those who comment to your posts, and poor quality of postings. Points will also be deducted for failure to participate during in-class discussions and activities.**

Tentative Class Schedule*

Week	Topic	Readings and Resources	Assignments Due
1. Jan. 26 On campus	Introduction		
2. Feb. 2 On Campus	a. Building Positive Relationships b. Environmental Supports	Henthorne et al. (2000) Transition Magician Fox (2003) The Teaching Pyramid Joseph & Strain (2010) Building Positive Relationships with Young Children	
3. Feb. 9 On-line via ecollege	a. National and State Standards b. Powerful Interactions	NJDOE Preschool Implementation Guidelines NAEYC Preschool Teaching and Learning Standards Dombro, Jablon, & Stetson p. 1-66	As posted on ecollege
4. Feb. 16 On campus	Enhancing Social-Emotional Development in All Children	Bulotsky (2011) Behavior and literacy Stanton (2011) Promoting turn taking skills Joseph & Strain (2010) Managing Anger Joseph & Strain (2010) Enhancing Emotional Vocabulary Joseph, Strain, & Ostrosky (2005) Fostering Emotional Literacy	
5. Feb. 23 On Campus	Intensive Individualized Interventions	Sheridan (1995) Temper tantrums	
6. March 2 On-line	Access to Early Intervention and Special Education Services	Website: Head Start and Early Head Start Early Intervention Family Rights Handbook NJDOE: Parents Rights in Special Education (PRISE) Booklet	As posted on ecollege
7. March 9 On-line	Supporting DLL	Macrina (2009) Challenge of working with dual language learners Gillanders & Castro (2011) Story Book Reading for DLL Christ (2012) Supporting preschool vocabulary learning NAEYC: Linguistic and Cultural Diversity Dombro, Jablon, & Stetson p. 67-133	As posted on ecollege
8. March 16 Spring Break	Enjoy!!		
9. March 23 On-line	Developmentally Appropriate Practice (DAP) – Adapting and Modifying Activities	Gould & Sullivan (1999) The Inclusive Early Childhood Classroom to p. 50 Sandall & Schwartz (2008) Building Blocks to p. 84 Hyson (2012) Becoming Enthusiastic and Engaged CELL Practice Guides for Adaptations Adaptation Notes Organizer Adaption Ideas for Learning Areas	As posted on ecollege

Week	Topic	Readings	Assignments Due
10. March 30 On-line	The Importance of Play	Ashiabi (2007) Play in the preschool classroom Welsch (2008) Playing within and beyond the story Gullo & Hughes (2011) Reclaiming kindergarten	As posted on ecollege
11. Apr. 6 On-line	a. Partnerships with Families b. The Power of Documentation and Assessment	Head Start: Building Blocks for Fathers Schroder Yu (2008) Documentation: Ideas and application Brown-DuPaul (2001) Using documentation panels with families Seitz (2008) Power of documentation Cook (2004) Embedding Assessment	As posted on ecollege
12. Apr. 13 On-line	a. Powerful Interactions b. Additional Topics and Resources	Posted on ecollege Dombro, Jablon, & Stetson p. 135-147	Observation Reports Due
13. Apr. 20	Review of Presentations		Presentations Due
14. Apr. 27	Review of Presentations		
15. May 4	Review of Presentations		

*** Schedule is subject to change. In the event of inclement weather on a day we are scheduled to meet on campus, we will meet online instead.**