

**FAYETTEVILLE STATE UNIVERISTY  
SCHOOL OF EDYCATION**

**EDUC 309DL- FIELD EXPERIENCES IN INFANT AND TODDLER CARE  
Spring 2009**

**I. LOCATOR CARD INFORMATION**

Instructor	Beverlyn Cain
Educ 309DL	Field Experiences in Infant and Toddler Care
Credit Hours	3
Class Times	Online
Office	347 Butler Building
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Virtual Office Hours	M-F 9-12

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. COURSE DESCRIPTION**

EDUC 309 is a clinical field experience course designed to complement EDUC 307 – Toddler and Infant Education. The practicum reinforces and enhances concepts introduced in EDUC 307. experiences in a daycare or nursery setting are held. (*Perquisite: EDUC 307 or consent of the instructor.*)

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## IV TEXTBOOK

Nilsen, B.A.; (2008). *Week by Week: Plans for documenting children's development. (4<sup>th</sup> edition)* Thomson Delmar Learning

## V. STUDENT OUTCOMES

At the end of this course, facilitators of learning will be able to:

1. Apply, through observation, hands-on participatory experiences, the concepts included in their course work.
2. Engage in supervised instructional activities, with infants, toddlers, and their families.
3. Observe, analyze, and assess infants' and toddlers' growth and development.
4. Keeps a reflective journal chronicling their experiences working with infants and toddlers.

**Note - Specific objectives will be listed in each module.**

## VI. Course Requirements and Evaluation Criteria

- a. Grading Scale: 550-600=A  
450-500=B  
350-400=C  
250-300=D  
Below 250 =F
- b. Attendance Requirements-Students are expected to regularly participate . No Shows after the first week will be reported to Academic Affairs.
- c,d. Graded Assignments- Five modules,(50%)  
Online Field Book,(25%) Online Infant and Toddler Portfolio (25%)
- e. Policy for Missed or Late Assignments. All missed and late assignments and tests (if applicable)will be entered into the Grade Center as 0.  
If there has been **timely communication with the instructor concerning illness, emergency etc, then the student is expected to submit the work on the agreed upon date.**
- f. For an effective an communication rapport between instructor and student, please use the **Message Link** located on the left hand side of the Announcement Page
- g. All assignments should demonstrate content and clarity, proper grammar usage, punctuation , sentence structure and spelling.  
If you are having a problem, visit the Student Writing Center.  
They are happy to assist you.

## VII. Academic Support Resources

<http://library@uncfsu.edu>

<http://writing@uncfsu.edu>

<http://naeyc.org>

## VIII. Course Outline and Assignment Schedule

Week 1 Week 2	<b>Module 1-----</b> -Introduction: Getting Started Using the Class List Log to Look at Separation And School Adjustment
Week 3 Week 4	<b>Module 2-----</b> -Using Checklists to Look at Physical Development
Week 5 Week 6	<b>Module 3-----</b> Using Running Records to Look at Social Development Using Frequency Counts to Look at Emotional Development
Week 7 Week 8 Week 9	<b>Module 4-----</b> Using Conversations to Listen to Language and Speech. Using Standardized Tests to look at Cognitive Development Look at Program Assessments to Look at Children in Groups
Week 10 Week 11	<b>Module 5-----</b> Parenting Infant and Toddler Professional
Week 12	Complete Online Field Book
Week 13	Complete Infant and Toddler Portfolio

## **IX Teaching Strategies**

This course offers hands on experiences observing infant and toddler development through various observation methods. The student will maintain an online field book (daily logs, student participation, reflections) and an online infant and toddler portfolio (specific criteria listed on [Online Portfolio link](#)) The course contains five modules . Each module focuses specific areas for data collection and assessing infant and toddler development(learning activities, practice scenarios, hands on activities, specific observation method assignments) To foster group interaction, there are assignments included in the modules, that lead to discussion board forums. Each student is expected to complete 90 hours in the field. 20 of the 90 hours should be in the FSU early learning center located on campus.

**Field Observations**                    **70** hours of contact in infant and toddler settings.

### **Modules 1-5**

#### **Online Field Book**

- Logs with signatures
- Specific Observations of Infant and Toddler Development (anecdotal, frequency counts, checklists)
- Student participation
- Reflections of Experiences

#### **Infant and Toddler Online Portfolio**

##### **Infant Activities**

1. Interview a neonatal professional to gain information about the development of a newborn who is normal.
2. Interview a neonatal professional to gain information about the development of at-risk infants.
3. Observe an infant under one year of age and assess the infant's development in all domains. ( observation methods)
4. Keep a journal on infants in a group care setting.
5. Design an infant early learning setting. Label all areas
6. Observe caregiver and infant interactions. document interpretations

### **Toddler Activities**

1. Observe and record pretend play in toddlers for five hours.
2. Observe and analyze the language development of toddlers in a class setting.
3. Observe a toddler at home with parents and describe the behaviors.
4. Observe the fears and coping skills of an 18 – 24 month old and describe.
5. Observe a toddler's interaction with others in a family day care center.
6. Develop a list of favorite toddler play materials.
7. Design a toddler playground. Review the information learned in EDUC 307 to help you in designing a safe and educational outdoor learning environment.
8. Reflections on your experiences

### **REFERENCES**

Almanza, Hm, & Mosley, W. (1980) adaptations and modifications for culturally diverse handicapped children. *Exceptional Children*, 46 (8), 608-614.

Bailey, D., & Wolery, M (1992). *Teaching infants and preschoolers with disabilities*. New York: Merrill

Berk, L. (1978). How well do classroom practices reflect teacher goals? *Young Children*, 33 (1), 23-27

DiCarlo, C., Banajee, M., & Stricklin, S. B. (2000). Embedding augmentative communication within early childhood classrooms. *Young Exceptional Children*, 3(3), 18-26

Gandini, L. (1998). Educational and caring. In Gandini, C. Edwards, & G. Forman (Eds), *The hundred languages of children: The Reggio Emilia approach-Advanced reflections* (2<sup>nd</sup> ed.) (pp. 161-178). Greenwich, CT: Ablex

Garcia Coll, C. (1990). Developmental outcome of minority infants: A process-oriented look into our beginnings. *Child Development*, 61, 270-289

Martin, S. (1994). *Take a look: Observation and portfolio assessment in early childhood*. Reading Mass: Addison Wesley

Moore, G.T. (1987). The physical environment and cognitive development in child care centers. In C.S Weinstock & T.G. David (Eds.). *Spaces for children: The built environment and child development* (pp. 41-72). New York: Plenum

### **Online Resources located on Blackboard site**

## **V.COMPETENCIES**

The competencies in this course are aligned with the Department of Public Instruction's Core Standards for Birth through Kindergarten and the National Association for the Education of Young Children's (NAEYC) standards.

Course Competencies (SDPI and NAEYC)

**Standard 2:** Birth-Kindergarten professional understand assessment processes including their goals, benefits and uses.

**Indicator 1** B-K professionals are aware of a variety of appropriate assessment tools and procedures and their purposes. Including on-going observation, data collection and analysis.

**Standard 3:** Birth – Kindergarten professionals build family and community partnerships.

**Indicator 5** Are aware of resource, s range of services, and program options available to families and procedures for guiding families in choice making or decision making.

**Standard 5** Birth – Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

**Indicator 1** Collect and synthesize relevant assessment information that informs practice.

**Standard 6**

Birth – Kindergarten professionals prepare processes for teaching and learning by creating an integrated curriculum and responsive environment.

**Indicator 1** use play/active learning processes as a foundation for ALL young children’s learning

**Indicator 3** Create and adapt integrated, meaningful, challenging and engaging developmentally supportive learning experiences.

**Indicator 6** Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices and learning materials.

**Standard 7**

Birth – Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at risk.

**Indicator 2** Use strategies and tools that encourage ALL young children’s problem solving, thinking skills, and developmental and social competence.

**Indicator 4** Use a variety of naturally occurring routine and activities, and responsive and incidental teaching techniques to promote emergent skill development.