Instructor:  Sharon M. Darling, Ph.D.
Office Hours:  Mondays 10-12; Wednesdays 10-12 and 2-4
Class Day/Time:  Class meets Saturdays, 9am-4pm; Sept 21, Oct 5, 12, 26, Nov 16, 23, 2013. in ED 114

Please note that since this is a fast-track section, attendance is required at all sessions. If you are not in attendance at the first meeting, you will be dropped from the course. One unexcused absence will result in a one letter grade deduction form your final course grade; 2 or more unexcused/excused absences will result in a failing grade for the course. Habitual tardiness (3 or more) will be treated as an absence.

COURSE NUMBER: EEC 3214

COURSE TITLE:  Designing and Implementing a Blended Curriculum: Birth to Age Eight

CATALOG DESCRIPTION:
3 semester hours. Prerequisites: None
This course focuses on designing and implementing developmentally appropriate, “blended,” curriculum and materials for young children birth through age 8, both typically developing and those with delays and disabilities. 10 hours of field experience required.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by designing and implementing developmentally appropriate curriculum and materials for young children birth through age 8, who are from a variety of diverse backgrounds (including disability, ethno linguistic, socio-economic, etc).

REQUIRED TEXTS:


RECOMMENDED TEXTS:

SUGGESTED RESOURCES:

LIVETEXT REQUIRED
Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, http://coe.fau.edu/livetext.

AUDIO/VISUAL TECHNOLOGY:
Computer: Blackboard Distance Learning
Computer: MyFAU Email
Computer: Power Point Presentations, Word processing
Overhead projector, Computer Projector, VCR, CD-ROM’s, DVD

**ELECTRONIC DEVICES**
Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**
Council for Exceptional Children/Division for Early Childhood (CEC/DEC)
NCATE Recommendations for Technology in Teacher Education = (NCATE-tech)
National Association for the Education of Young Children (NAEYC)
State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)
Specialization Competencies (PK/P)
Florida Educator Accomplished Practices (FEAP)
Subject Matter Content Standards for Florida’s Teachers: ESOL = (ESOL)

**RELATIONSHIP BETWEEN THIS COURSE AND THE BECE DEGREE ASSESSMENT PLAN**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Content: Declarative Knowledge</td>
<td>EEC 3214</td>
<td>Program Design</td>
<td>(a)1.f.</td>
<td>ECSE4K1, ECSE4S1, ICC5K8, ICC5S4</td>
<td>1c 4 b,c 5a 6d</td>
<td>1.1 a 3.3 a,b,c 4.1 b 4.2 a,b,c</td>
</tr>
</tbody>
</table>

**COURSE OBJECTIVES:**

Students will:

1. Compare foundations of curriculum development for children birth through age eight.
2. Appraise planning, implementing, and evaluating developmentally appropriate and integrated content (curriculum, environment, and materials) for young children birth through age eight.

3. Describe the relationship between specific domains (adaptive, physical, social emotional, cognitive, language) and curricula areas (mathematics, language arts, science, social studies, physical education) in planning, implementing, and evaluating curricula.

4. Address providing support for young children based on ability/disability and its impact on planning, implementing, and evaluating curriculum for young children birth through age eight.

5. Address providing support for young children based on cultural/linguistic background and its impact on planning, implementing, and evaluating curriculum for young children birth through age eight.

6. Become aware of and utilize resources available to the field of Early Childhood Education/Early Childhood Special Education.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 9/21  | ▪ Introductions  
▪ Syllabus & Course Site Review  
▪ Theory & Foundation for Early Childhood Education  
▪ **Philosophical foundation**  
▪ Rationale for a Blended Education | LaRocque & Darling, Chapters 1 and 2 | "**Introduction Activity:** (Please type and bring to class in hard copy): In no more than Six words that describe yours feeling about this class, what you expect to learn, or what you think you already know about curriculum. |
| 2 10/5  | ▪ Developing Curriculum for a Diverse Population and Providing for Special Needs in Early Education  
▪ Relationships In and Outside of the Classroom  
▪ Environments for Learning (ECERS )  
▪ Developing Individualized Intervention Plans (IEPs and IFSPs)  
▪ Work on **Curriculum Unit/Narrative 1** | ECERS  
IEPs and IFSPs Forms  
LaRocque & Darling, Chapters 3 and 6 | "**ECERS location**-Be able to report the location where you will complete your ECERS report-read the assignment description, bring draft letter to class draft letter.  
**Quiz 1**-completed the 1st ½ hour of class each session |
| 3 10/12 | ▪ **Scope & Sequence**  
▪ Developmental Characteristics for Young Children Birth to 8 Years  
▪ Organizing Infant-Toddler Programs | LaRocque & Darling, Chapters 7 and 8 | "**Quiz 2**--completed the 1st ½ hour of class each session  
**Curriculum Unit/Narrative** |
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
|         | • Developing Curriculum for Infants/Toddlers  
• Developmental Model for Preschool Education  
• Developing Curriculum for Preschoolers  
• Work on Curriculum Unit/Narrative 2 | LaRocque & Darling, Chapters 4, 9 and 10 | 1 due |
| 4 10/26 | • Instructional methods  
• Model Programs for Children Ages 5 to 8  
• Early Literacy & Writing  
• Developing Curriculum for School aged (5-8 year olds) | LaRocque & Darling, Chapters 4, 9 and 10 | • Quiz 3- completed the 1st ½ hour of class each session  
• Curriculum Unit/Narrative 2 due  
• ECERS Paper  
• DRAFT Program Design Paper (OPTIONAL) Due to DRAFT assignment link no later than 10/27. |
| 5 11/16 | • Activities and experiences  
• Organizing the Inclusive class for grades K-3  
• K-3 Curriculum  
• Integrating Curriculum by Using Themes and Projects: | LaRocque & Darling, Chapters, 11 and 12 | • Quiz 4- completed the 1st ½ hour of class each session  
• FINAL Program Design Paper Due to the Assignment link on the course site by 11/17. |
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 11/23</td>
<td>▪ Attention to the environment, adaptations, ▪ Data collection and use (evaluation) ▪ Teaching in the Real World: Case Studies ▪ Presentations</td>
<td></td>
<td>Quiz 5- completed the 1st ½ hour of class each session Revised Curriculum Unit/ Narrative 1 &amp; 2 due Program Design Paper &amp; Curriculum Unit Presentations</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS:

1. Curriculum Units (25 points each).

Each learning group will create **two** curriculum units based on the instructor assigned developmental domain and age group. Using the template provided, your group will follow the guiding principles and steps outlined for creating curricula to create these units. In class time will be provided to complete this task, but some out of class time may also be needed. This work should be conducted via email, Blackboard, etc. In addition to the curriculum unit, a narrative report should accompany each unit. The narrative should describe your process for deciding upon and ultimately what is represented in your unit in regard to adherence to these components of curriculum:

**Components of curriculum:**
- Philosophical framework,
- Scope and sequence,
- Instructional methods,
- Activities and experiences,
- Attention to the environment, adaptations,
- Data collection and use (evaluation)

2. Program Design (100 points)

**This is the Critical Assignment for this course, meant to fulfill the ALC indicator of Declarative Knowledge.** For additional guidance in completing this assignment, see evaluation rubric at the end of this syllabus.

   a. Design an early childhood program that serves young children birth to 2, or ages 3-5, or 5-8.

   b. Write a detailed description of your “ideal” program, addressing the following components:
      i. Program Philosophy and Name
      ii. Age(s) and number of children served
      iii. Capacity for serving children with special needs
      iv. Capacity for serving children and families from diverse backgrounds (be specific)
      v. Space and furnishing (include drawings if necessary). This program may be helpful in creating a diagram of your classroom [http://www.diagram.ly](http://www.diagram.ly)
      vi. Describe the chosen curricula and how they will be used
      vii. Describe staffing for your program
      viii. Provide a detailed daily schedule (for each age group)
c. You will prepare a PowerPoint presentation of this paper and present to the class (PowerPoint).

3. Field experience - EC Environment Rating (50 points). See Appendix A for evaluation guide.
   a. Select a program that serves children 3-5 years of age
   b. Write a letter of introduction and description of the assignment. The purpose of the letter is to obtain permission from the director of the center or the principal of the school to complete the EC Environment Rating Scale at their site. Stress that the information will only be used for educational purposes and will not be shared outside of your class (when shared, no identifying info will be revealed).
   c. Complete and score the Scale for either a preschool classroom.
   d. Write a narrative (no identifying information) summarizing the entire evaluation with particular notice to changes you may wish to make. Use the sections of the instrument as paragraph headers.
   e. Please address areas of in need of improvement and how that should be accomplished (if necessary)
   f. Documentation for 10 hours of field experience must be provided (e.g., dates, time periods); please have program director sign the filed log for the times you spent in the program observing, interviewing personnel, etc.

4. Quizzes (50 points)

5. Participation/In-class activities (50 points): In-class and small group activities which are as a part of class time may include, but not limited to, reactions to videos, guest speakers, field activities, participating in small group activities, etc. Students must be present to participate in these activities.

For written formatting guidelines, use the APA Style. Please access the following websites for information about the APA style:

http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html
Critical Assignments

The Departments of Curriculum, Culture, and Educational Inquiry (CCEI) and Exceptional Student Education (ESE) have identified competencies that must be mastered in order to continue in the Bachelor’s in Early Care and Education Degree Program. For this course, the Academic Learning Compact Competencies (Declarative Knowledge) will be measured by the written Program Design. Please carefully read the departmental policies below on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

**Assessment criteria:**
A student must earn a minimum grade of 73% of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

**Remediation policy:**
- **If a student is passing the course,** but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the “I” will be changed to a grade for the course and the student may continue in the sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student does not have a grade of “C” or better,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

**ASSESSMENT PROCEDURES:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design Paper</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Curriculum Units &amp; Narratives</td>
<td>50</td>
<td>16.25%</td>
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</table>
### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

### STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

### EXPECTATIONS: Attendance and Participation

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or
scholastic team, musical and theatrical performances, and debate activities). It is the
student’s responsibility to give the instructor notice prior to any anticipated absence,
and within a reasonable amount of time after an unanticipated absence, ordinarily by
the next scheduled class meeting. Instructors must allow each student who is absent for
a University-approved reason the opportunity to make up work missed without any
reduction in the student’s final course grade as a direct result of such absence.

ACADEMIC HONESTY
Students at Florida Atlantic University are expected to maintain the highest ethical
standards.

Academic dishonesty, including cheating and plagiarism, is considered a serious breach
of these ethical standards, because it interferes with the University mission to provide a
high quality education in which no student enjoys an unfair advantage over any other.
Academic dishonesty is also destructive of the University community, which is grounded
in a system of mutual trust and places high value on personal integrity and individual
responsibility. Harsh penalties are associated with academic dishonesty, which may
include an “F” on the assignment, an “F” in the course, or even removal from the degree
program.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and
Student’s Academic Grievances” is strictly adhered to in this course. The regulation
states:

(1) Academic irregularities frustrate the efforts of the faculty and serious
students to meet University goals. Since faculty, students and staff have a
stake in these goals, the responsibility of all is to discourage academic
irregularities by preventative measures and by insuring that appropriate
action is taken when irregularities are discovered. Thus, FAU has an honor
code requiring a faculty member, student or staff member to notify an
Instructor when there is reason to believe an academic irregularity is
occurring in a course. The Instructor’s duty is to pursue any reasonable
allegation, taking action, as described below, where appropriate.
(2) The following shall constitute academic irregularities:
   (a) The use of notes, books or assistance from or to other students while
taking an examination or working on other assignments unless specifically
authorized by the Instructor are defined as acts of cheating.
   (b) The presentation of words or ideas from any other source as one’s own
– an act defined as plagiarism.
(c) Other activities which interfere with the educational mission within the classroom.


In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

PLEASE NOTE:
Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

Relationship to Grade
Points may be deducted for missing some or all of a class session. Students are responsible for getting class notes/handouts from peers and making up any missed written assignments. Approval for making up any missed work and setting a new deadline must be granted by the instructor before work is submitted.

Punctuality
Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Dropping the Course
To withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students
wishing to withdraw from a course must do so formally through the Registrar's office. It is the students' responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester. Check withdrawal and drop dates for the current academic year at http://www.fau.edu/Registrar/acadcal.php

Religious Accommodation
Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under Academic Policies and Regulations: http://www.fau.edu/academic/registrar/catalog/

Bringing Children to Class
Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

BIBLIOGRAPHY:
### Evaluation Rubric for Program Design (Declarative Knowledge)

**Description of Assignment:**
Students demonstrate content or declarative knowledge by completing the “Program Design” assignment.

**FAU Academic Learning Compact (ALC) Indicators:**
Declarative Knowledge: The student will describe, in writing, an “ideal” program covering program philosophy, number/capacity and ages of children, capacity for serving children with special needs and families from diverse backgrounds, space and furnishings, curriculum model or approach, staffing, and classroom routines or schedules.

<table>
<thead>
<tr>
<th>Components</th>
<th>Exceeds Expectation (91-100%)</th>
<th>Meets Expectations (73-90%)</th>
<th>Does Not Meet Expectations (≤72%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program philosophy</td>
<td>Articulated at least three philosophical orientations and comprehensive rationale for choosing each. 14-15 points</td>
<td>Stated two philosophical orientations, with adequate rationale. 10-13 points</td>
<td>Did not identify, or identified only one philosophical orientation, with no rationale. &lt; 10 pts</td>
</tr>
<tr>
<td>Number/capacity and ages of children</td>
<td>Specifically identified the number and ages of children in each classroom. 4-5 points</td>
<td>Identified the number and ages of children to be served. 3 points</td>
<td>Did not identify the number or ages of children, or both. &lt; 3 points</td>
</tr>
<tr>
<td>Capacity for serving children with special needs</td>
<td>Identified the number of children with special needs, fully described the distribution throughout the classrooms, and sample</td>
<td>Identified the number of children with special needs, somewhat describe distribution and accommodations/modification</td>
<td>Did not identify the number of children with special needs. &lt; 7 pts</td>
</tr>
<tr>
<td>Components</td>
<td>Exceeds Expectation (91-100%)</td>
<td>Meets Expectations (73-90%)</td>
<td>Does Not Meet Expectations (≤72%)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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</tr>
<tr>
<td>accommodations/modifications for them. 9-10 pts</td>
<td>ns. 7-8 pts</td>
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<td></td>
</tr>
<tr>
<td>Capacity for serving families from diverse backgrounds</td>
<td>Effectively described the capacity of the program for serving families from diverse backgrounds, detailing specific strategies. 9-10 pts</td>
<td>Somewhat described the capacity of the program for serving families from diverse backgrounds. 7-8 pts</td>
<td>Did not describe the capacity of the program for serving families from diverse backgrounds. &lt; 7 points</td>
</tr>
<tr>
<td>Space and furnishings</td>
<td>Effectively described all areas and furnishings and provided a visual drawing or layout. 18-20 pts</td>
<td>Described all areas and furnishings. 14-17 pts</td>
<td>Did not fully describe all areas and furnishings. &lt; 14 pts</td>
</tr>
<tr>
<td>Curriculum model or approach</td>
<td>Effectively described how and what curriculum model or approach will be used at the program. 9-10 pts</td>
<td>Adequately described how and what curriculum model or approach will be used at the program. 7-8 pts</td>
<td>Did not fully describe how a curriculum model or approach will be used at the program. &lt; 7 pts</td>
</tr>
<tr>
<td>Staffing</td>
<td>Fully described the staff for each class, attention to ratios is described. 4-5 points</td>
<td>Described the number of staff for each class. 3 pts</td>
<td>Did not fully describe the staff. &lt; 3 pts</td>
</tr>
<tr>
<td>Components</td>
<td>Exceeds Expectation (91-100%)</td>
<td>Meets Expectations (73-90%)</td>
<td>Does Not Meet Expectations (≤72%)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Classroom routines or schedules</td>
<td>Provided a daily developmentally appropriate schedule for each classroom 18-20 points</td>
<td>Provided a somewhat developmentally appropriate, generic daily schedule. 14-17 points</td>
<td>Did not provide daily schedules and/or schedules are not appropriate for the ages identified. &lt; 14 points</td>
</tr>
<tr>
<td>Quality or written work</td>
<td>Well organized and 1 or less writing errors per page. 4-5 points</td>
<td>Organized, but and 1-2 writing errors per page were noted. 3-4 points</td>
<td>Not, or somewhat, organized and more than 3 writing errors per page were noted. &lt; 3 points</td>
</tr>
<tr>
<td>Live Text Results</td>
<td>Exceeds Expectation (91-100%) 91-100 points</td>
<td>Meets Expectations (73-90%) 73-90 points</td>
<td>Does Not Meet Expectations (≤72%) 0-72 points</td>
</tr>
<tr>
<td>ALC Indicator</td>
<td>Declarative Knowledge</td>
<td>Direction</td>
<td>Record total score into the applicable cell.</td>
</tr>
</tbody>
</table>
APPENDIX A

TEACHING METHODOLOGIES:
Modeling
Guided Practice
Research
Simulations
Lecture
Discussion
Internet communication (use of e-mail, web sites, distance learning)
Power Point presentations by instructor and students
Cooperative Learning Presentations
Use of overhead projector, videos, computer, and other media

JOURNALS:
- Child and Family
- Early Childhood Research Quarterly
- Child Development and Abstracts
- Exceptional Children
- Child Psychiatry and Human Development
- Journal of Early Intervention
- Teaching Exceptional Children
- Child Welfare
- ERIC-EECE Newsletter
- The Future of Children
- Monographs of the Society for Research in Child Development
- Topics in ECSE
- Childhood Education
- Young Children
- Children
- Journal of Multicultural Literature
- Children Today
- Young Exceptional Children
- Day Care and Early Education
- Exceptional Parent
- Infants and Young Children
- Zero to Three

ORGANIZATIONS:
National Association for the Education of Young Children [www.naeyc.org]
Council for Exceptional Children [www.cec-sped.org]
Council for Exceptional Children/Division for Early Childhood [www.dec.sped.org]
Zero to Three [http://www.zerotothree.org/]
Zero to Three for Parents [http://www.zerotothree.org/ztt_parents.html]