PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

INFANT & TODDLER CARE
ECED 2030

Class Hours: 3.0   **Credit Hours: 3.0**

Laboratory Hours: 0.0   **Date Revised: Fall 2001**

Catalog Course Description:

A course in methods of providing safe, competent individual and group care, as well as a warm and secure emotional atmosphere for infants and toddlers. Includes procedures for stimulating the intellectual and physical development of infants and toddlers in addition to basic care-giving skills. Course open to non-majors (i.e. parents, parent-to-be, babysitters).

Entry Level Standards:

Must be able to read and write at the collegel level.

Prerequisites:

None

Textbook(s) and Other Reference Materials Basic to the Course:

Dombro, A. L., Colker, L.J., and Dodge, D. T. (1998). *A Parent's Guide to lnfant/Toddler Programs* (6th ed.) Washington, D.C.: Teaching Strategies, Inc.
Greenman, J. & Stonehouse, A. (1996). *Prime Times.* St. Paul, MN: Redleaf Press.
Harms, T. Cryer, D., & Clifford, R.M. (1990) *Infant/Toddler Environmment Rating Scale.* New York: Teachers College Press.

I. Week/Unit/Topic Basis:

Week	Topic
1	Course Overview
2	Types of Program
3	Identifying Quality Care
4	Primary Care, Grouping, and Continuity of Care
5	Caregiving Routines
6	Partnerships with Parents
7	Culturally Sensitive Care
8	Social-Emotional Development

9	Temperament and Goodness of Fit
10	Cognitive Development
11	Language Development
12	Guidance
13	Health and Safety
14	The Learning Environment
15	Infant/Toddler Environment Rating Scale
16	Final Exam Period

II. Course Objectives*:

A. Identify quality caregiving routines. I, III, IV

B. Discuss ways to create partnerships with parents. I, III, IV

C. Discuss the stages of cognitive development in infants and toddlers. I, III, IV

D. Discuss the stages of language development in infants and toddlers. I, III, IV

E. Use knowledge of child development to create environments that encourage play, exploration and learning. I, III, IV

*Roman numerals after course objectives reference goals of the Early Childhood Education program.

III. Instructional Processes*:

Students will:

1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*

2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*

3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literay Outcome, Transitional Strategy*

4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome, Transitional Strategy*

5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Exhibit awareness of the different types, settings, and characteristics of infant and toddler care. A-D

2. Identify recommended practices and elements of organizing quality care for infants and toddlers. A-D

3. Discover quality responsive caregiving techniques based on caring routines, health/safety standards, and cultural awareness of infants and toddlers. A-D

4. Acquire knowledge of child development, temperamental styles, and guiding behaviors of infants and toddlers. A-D

5. Identify a developmentally appropriate environment that encourages exploration and discovery learning in social, emotional, cognitive, and physical areas of development. A-D

6. Evaluate and assess the infant and toddler care and learning environments through the use of an assessment tool. A-D

7. Exhibit awareness of different ways to build partnerships with parents, and to involve them in evaluating their child's progress from home to the child care setting. A-D

8. Learn ways to involve the parents in their role as teachers of their infant/toddler by helping them understand patterns in growth and development. A-D

9. Acquire and demonstrate an appreciation and understanding of an infant/toddler as a unique individual in his/her family and cultural setting as well as acquiring techniques for providing culturally sensitive care. A-D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of infant/toddler care through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.