PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS  
INFANT & TODDLER CARE  
ECED 2030  

Class Hours: 3.0  
Credit Hours: 3.0  
Laboratory Hours: 0.0  
Revised: Spring 2011  

NOTE: This course is not designed for transfer credit.  

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 college level.  

Prerequisites:  
None  

Textbook(s) and Other Course Materials:  
Required:  

Supplementary:  

I. Week/Unit/Topic Basis:  

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<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Types of Program</td>
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<tr>
<td>2</td>
<td>Identifying Quality Care</td>
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<tr>
<td>3</td>
<td>Primary Care, Grouping, and Continuity of Care</td>
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<td>4</td>
<td>Caregiving Routines</td>
<td></td>
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<td>5</td>
<td>Partnerships with Parents</td>
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<td>6</td>
<td>Culturally Sensitive Care</td>
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<td>7</td>
<td>Social-Emotional Development</td>
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II. Course Goals*:

The course will:

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 goals reference goals of the ECEd program.

III. Expected Student Learning Outcomes*:

The student will 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 care giving 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or
other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical
information to share, or need special arrangements in case the building must be evacuated
should inform the instructor immediately, privately after class or in her or his office. Students
must present a current accommodation plan from a staff member in Services for Students with
Disabilities (SSWD) in order to receive accommodations in this course. Services for Students
with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone:
539-7153 or TTY 694-6429. More information is available at
www.pstcc.edu/departments/swd/.