

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**INFANT & TODDLER CARE
ECED 2330**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2014

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

A study of the care and education of infants and toddlers from birth to age 3 in group settings (i.e., child-care centers, family child-care homes, Early Head Start, etc.). Topics include rationales and strategies for supporting the whole child, including cognitive, language, social-emotional and physical development in a safe, responsive environment. The course emphasizes relationship-based care and education, with special attention to the unique environmental aspects of programs for the child under 3. Field experience is required.

Entry Level Standards:

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

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required:

Gonzalez-Mena, J. & Eyer, D. W. 2008. *Infants, Toddlers and Caregivers*, 8th ed. McGraw-Hill: New York, NY. ISBN: 978-0073378541

Supplementary:

Harms, T. Cryer, D., & Clifford, R.M. (1990) *Infant/Toddler Environments Rating Scale*. New York: Teachers College Press.

I. Week/Unit/Topic Basis:

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

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

II. Course Goals*:

- A. Recognition of current issues and trends in infant and toddler care. (1b)
- B. Identification of components of quality care for infants and toddlers in group settings. (1c)
- C. Recognition of developmentally appropriate materials, equipment, and environments for infants and toddlers. (1c)
- D. Identification of responsive, culturally sensitive, caregiving techniques. (4c)
- E. Development of parent communication strategies based upon an understanding of the unique needs of parents of infants and toddlers. (2b)

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

NAEYC Associate Degree Standards:

The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning

- 1b. Know and understand the multiple influences on development and learning
- 1c. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2: Building Family and Community Relationships

- 2b. Support and empower families and communities through respectful, reciprocal relationships

Standard 4: Using Developmentally Effective Approaches

- 4c. Use a broad repertoire of developmentally appropriate teaching/learning approaches

III. Student Learning Outcomes*:

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

- 1. Recognize current issues and trends in infant and toddler care. (1b)
- 2. Identify components of quality care for infants and toddlers in group settings. (1c)
- 3. Recognize developmentally appropriate materials, equipment, and environments for infants and toddlers. (1c)

4. Identify responsive, culturally sensitive, caregiving techniques. (4c)
5. Develop parent communication strategies based upon an understanding of the unique needs of parents of infants and toddlers. (2b)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Assessment Procedures:

Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

B. Field Work:

Students will complete observations of and implement planned developmentally appropriate activities for infants and toddlers.

C. Other Evaluation Methods:

As determined by the instructor.

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 Academic Affairs, 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 Academic Affairs.

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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that 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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu<<mailto:disabilityservices@pstcc.edu>>, or by visiting Alexander 130. More information is available at <http://www.pstcc.edu/sswd/>.