1. **COURSE TITLE\*:**  Infant/Toddler Care and Education
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2219
3. **PREREQUISITE(S)\*:** EDUC 1140  **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 4

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course uses a relationship-based model as a framework for understanding how infants and toddlers grow and learn with the support of their families and teachers. The course consists of three main sections. The first section sets the stage by focusing on early experiences, family relationships, theoretical perspectives, and why and how to observe and document children’s interests, development, and behavior. The second section describes the remarkable development of children in the prenatal period and in the emotional, social, cognitive, language, and motor domains. The third section of the course covers responsive program planning including the importance of developing relationships, providing guidance, and working with children with special needs.

1. **LEARNING OUTCOMES\*:**

At the completion of this course, students will:

1. Understand how infants and toddlers grow and learn in typical and atypical ways.
2. Gain an understanding on early learning and development.
3. Understand the importance of working with families.
4. Learn how to implement curriculum with greater understanding of how infants and toddlers learn and grow.
5. Learn health and safety requirements for infants and toddlers.
6. Gain knowledge on professionalism for teachers working with infants and toddlers.
7. Gain knowledge about promoting the wellbeing, competence, and good developmental outcomes of infants and toddlers and their families

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1. **ADOPTED TEXT(S)\*:**

*Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach*; 4 Edition

Donna Wittmer & Sandy Petersen

Pearson Publishing (2018)

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13-452066-7

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor. Note: Any textbook changes or additions must be approved by SSCC Curriculum Committee.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Tests | (3 x 50 pints) 150 | 15% |
| Discussion Forums | (15 x 25 points) 375 | 37.5% |
| Chapter Reflections | (15 x 25 pints) 375 | 37.5 % |
| Research Paper | 100 | 10% |
| Total |  | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

**Chapter 1: The Importance of the Infant and Toddler Years and a Relationship­-**

**Based Approach**

After reading this chapter, you will be able to:

* Explain the importance of the prenatal, infancy, and toddler periods, including how infants and toddlers learn and how adults can support their learning and development.
* Define a relationship-based model of thinking about children’s development and programs for infants and toddlers and describe why it is important.
* Describe the programs that serve infants, toddlers, and families, the importance of a knowledgeable professionals, and how to apply the

relationship-based approach.

**Chapter 2: Infants, Toddlers, and Their Families**

After reading this chapter, you will be able to:

* Describe the effects of biology and culture on the family’s experience of birth.
* Describe variations in the experience of becoming parents and parenting styles.
* Consider implications for families and teachers in the diversity of family structures.
* Explain aspects of programs that support parents.

**Canvas Assignments:**

* Watch the Power Point Presentations for both Chapters 1 and 2 found on Canvas.
* Complete the Discussion Questions for both Chapters 1 and 2 found on Canvas.
* Complete the Reflection of both Chapters 1 and 2 and place on Canvas.

**Week 2**

**Chapter 4: The Power of Observation: Learning About Infants and Toddlers**

After reading this chapter, you will be able to:

* Explain why conducting ethical observations is an important skill for early childhood professionals.
* Describe what a teacher might learn by observing an infant or toddler and methods for observing young children.
* Explain how observation is a part of assessment and the different types of assessment strategies.
* Explain what the observer brings to the observation.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 4 found on Canvas.
* Complete the Discussion Question for Chapter 4 found on Canvas.
* Complete the Reflection for Chapter 4 place on Canvas.

**Week 3**

**Chapter 6: Emotional Development and Learning**

After reading this chapter, you will be able to:

* Identify the effects of temperament and gender on early emotional expression.
* Describe the role of relationships in regulation and forming an identity.
* Explain the history and importance of attachment relationship and emotional learning, and the effects of maternal depression.
* Describe the processes of promotion, prevention, and intervention in infant mental health.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 6 found on Canvas.
* Complete the Discussion Question for Chapter 6 found on Canvas.
* Complete the Reflection for Chapter 6 place on Canvas.

**Week 4**

**Chapter 7: Social Development and Learning with Peers**

After reading this chapter, you will be able to:

* Describe how children’s unique temperaments and gender influence their peer relationships.
* Identify aspects of knowing the child—social development: communication, play, prosocial behavior, and conflict with peers and special needs.
* Describe how young children grow socially and culturally with peers in the context of responsive adult- child relationships.
* Describe the qualities of programs that support and enhance children’s peer relationships.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 7 found on Canvas.
* Complete the Discussion Question for Chapter 7 found on Canvas.
* Complete the Reflection for Chapter 7 place on Canvas.

**Week 5**

**Test (Chapters 1, 2, 4, 6 and 7)**

**Week 6**

**Chapter 8: Cognitive Development and Learning**

After reading this chapter, you will be able to:

* Identify the unique abilities of infants and toddlers to learn, including current theories.
* Describe how infants and toddlers develop and learn, the role of regulation and attachment, approaches to learning, the role of the senses, and special learning needs.
* Explain how infants and toddlers develop cognitively within relationships, including cultural influences, the approaches to learning, the concepts they learn, and strategies to support learning.
* Describe the qualities of infant-toddler care and learning programs that have an effect on cognitive development.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 8 found on Canvas.
* Complete the Discussion Question for Chapter 8 found on Canvas.
* Complete the Reflection for Chapter 8 place on Canvas.

**Week 7**

**Chapter 9: Language Development and Learning**

After reading this chapter, you will be able to:

* Explain the language capabilities of infants and toddlers and the influence of the unique characteristics of the child, including temperament and gender, on language learning and development in infancy.
* Identify aspects of knowing the child in language development: receptive, expressive, pragmatic, and the effects of hearing impairment and other special needs.
* Describe how infants and toddlers grow in language through relationships, including the influence of culture, key research concerning children’s acquisition of two or more languages, and strategies to promote language development.
* Describe characteristics of program practices that enhance language learning and development.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 9 found on Canvas.
* Complete the Discussion Question for Chapter 9 found on Canvas.
* Complete the Reflection for Chapter 9 place on Canvas.

**Week 8**

**Chapter 10: Motor Development and Learning**

After reading this chapter, you will be able to:

* Explain the motor capabilities of infants and toddlers and the influence of the unique characteristics of the child, including temperament and gender, on motor learning and development in infancy.
* Identify aspects of knowing the child in motor development— dynamic systems theory, principles of motor development, reflexes, locomotion, manipulation, the senses, body self-awareness, and cerebral palsy.
* Describe how infants and toddlers grow in motor development through relationships, including the influence of culture.
* Describe characteristics of infant- toddler care and learning program practices that enhance motor learning and development.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 10 found on Canvas.
* Complete the Discussion Question for Chapter 10 found on Canvas.
* Complete the Reflection for Chapter 10 place on Canvas.

**Week 9**

**Chapter 11: Responsive Programs: Quality, Health, Safety, and Nutrition**

After reading this chapter, you will be able to:

* Identify the elements of quality in infant/toddler care and learning programs.
* Describe the basic policies and procedures necessary to keep infants and toddlers in group care safe and healthy.
* Demonstrate familiarity with tools used to evaluate quality and identify the policies, laws, and systems that support quality in infant/toddler care and learning programs.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 11 found on Canvas.
* Complete the Discussion Question for Chapter 11 found on Canvas.
* Complete the Reflection for Chapter 11 place on Canvas.

**Week 10**

**Test (Chapters 8, 9, 10 and 11)**

**Week 11**

**Chapter 12: Creating a Relationship Based Curriculum**

After reading this chapter, you should be able to:

* Describe the foundational elements of a responsive, relationship- based program.
* Explain and evaluate the teachers’ roles in a relationship-based program.
* Explain how to create a family and culturally sensitive program.
* Describe how to plan in a responsive, relationship-based format.
* **Canvas Assignments:**
* Watch the Power Point Presentation for Chapter 11 found on Canvas.
* Complete the Discussion Question for Chapter 11 found on Canvas.
* Complete the Reflection for Chapter 11 place on Canvas.

**Week 12**

**Chapter 13: Routines, Environments, and Opportunities: Day to Day the**

**Relationship Way**

After reading this chapter, you will be able to:

* Explain how to provide responsive transitions and routines.
* Create a responsive, relationship- based environment including quality learning spaces, equipment, toys, and materials.
* Explain how to provide a variety of learning opportunities.
* Describe various curriculum approaches

**Canvas Assignments:**

* Watch the Power Point Presentations for both Chapters 12 and 13 found on Canvas.
* Complete the Discussion Questions for both Chapters 12 and 3 found on Canvas.
* Complete the Reflection of both Chapters 12 and 13 and place on Canvas.

**Week 13**

**Chapter 14: Respect, Reflect, and Relate: The 3 R Approach to Guidance**

After reading this chapter, you will be able to:

* Explain the difference between the terms discipline and guidance.
* Describe the meaning of respect, reflect, and relate in a relationship-based approach to guidance and explain in detail 10 strategies to use in a relationship-based approach.
* Describe why relationship realignments are a necessary part of the teacher/child relationships.
* Describe strategies and programs that are effective with children who exhibit challenging behavior and experience mental health issues.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 14 found on Canvas.
* Complete the Discussion Question for Chapter 14 found on Canvas.
* Complete the Reflection for Chapter 14 place on Canvas.

**Week 14**

**Chapter 15: Including Infants and Toddlers with Disabilities in Infant and Toddler**

**Programs**

After reading this chapter, you will be able to:

* Describe the major infant and toddler disabling conditions, the challenges they bring, and ways teachers can support these children.
* Explain the elements of Part C of the early intervention system.
* Discuss how early development and learning programs can be effective natural environments.
* Describe the Americans with Disabilities Act (ADA) and the professional policy statements regarding inclusion.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 15 found on Canvas.
* Complete the Discussion Question for Chapter 15 found on Canvas.
* Complete the Reflection for Chapter 15 place on Canvas.

**Week 15**

**Chapter 16: The Infant/Toddler Professional**

After reading this chapter, you will be able to:

* Describe the infant and toddler profession including standards and competencies, the code of ethics, professional development, and professional organizations.
* Explain key aspects of being an infant-toddler teacher including the nature of the relationships with children, families, colleagues, and yourself.
* Describe elements of a relationship-based, reflective program including the 3R approach (respect, reflect, and relate), reflective supervision, and mentoring and being mentored.

**Canvas Assignments:**

* Watch the Power Point Presentation for Chapter 16 found on Canvas.
* Complete the Discussion Question for Chapter 16 found on Canvas.
* Complete the Reflection for Chapter 16 place on Canvas.

**Week 16**

**Test Chapters (12, 13, 14, 15 and 16)**

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:** Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

differences

* Understanding how biases may influence the relationship an educator may have with children, families, and colleagues

**Assignments:**

* **Tests: (**120 points**)** There will be 3 tests each worth 40 points. All tests will consist of essay questions.
* **Discussion Forums:** 70 points (5 points for 14 Chapters)
* Student will answer the discussion question found on Canvas. The answer must consist of a minimum of 200 words. You must write a 100 word response to another student in the class.
* **Chapter Reflections:** 70 points (5 points for 14 Chapters)
  + You will write 200 word reflection of your reading of the assigned chapter and place on Canvas. What did the chapter say to you and how will you use the information as an educator of young children? You must write a 100 word response to another student in the class.
* **Research Paper:** 40 points. You will write a 3-page research paper on a topic of your choice concerning infants and toddlers. The 3-page requirement cannot include the title page or the reference page. You must write your paper using Microsoft Word, Time New Roman 12-pt font, double-spaced and 1-inch margins. You must cite your references. A grading rubric will be given to you in advance of writing your paper.

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe

environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation Addressed in Course:**

*Standard 1. Promoting Child Development and Learning*

*Standard 2. Building Family and Community Relationships*

*Standard 3. Observing, Documenting, and Assessing to Support Young Children and*

*Families*

*Standard 4. Using Developmentally Effective Approaches to Connect with Children and*

*Families*

*Standard 5. Using Content Knowledge to Build Meaningful Curriculum*

*Standard 6. Becoming a Professional*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.  
**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.