

**Casper College Early Childhood Education**  
**Casper College**

**Course Number and Title:** EDEC1030-N1 Infant and Toddler Care

**Semester:** Fall 2015

**Lecture Hours:** 2                      **Lab Hours:** 0                      **Credit Hours:** 2

**Class Time/Location:** Online

**Instructor:**              Kerri Mahlum, Ed. D.

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**Email:** [kmahlum@caspercollege.edu](mailto:kmahlum@caspercollege.edu)

**Address:**

Casper College

125 College Drive

Casper, WY 82609

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**Course Description:** This course provides information on growth and development of children under the age of three along with curriculum implications; defines the interactive role of the caregiver, and explores other components of infant toddler care including implementation of quality programming and adult interactions. The course along with EDEC 1035, Infant and Toddler Care Lab, meets the criteria for the Wyoming Infant Toddler Credential.

**Prerequisites:** EDCI 1020 and concurrent enrollment in EDEC 1035 or permission of instructor

**General Education Outcomes**

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
5. Appreciate aesthetic and creative activities

**Goal:** Students will learn basic infant and toddler development information, curriculum strategies, the interactive role of the caregiver, and how to plan, implement, and determine quality in infant-toddler programs.

**Course Objectives:** The students will demonstrate competence in:

1. Knowledge of physical maturation, cognitive and language development, and social-emotional development from pre-birth to approximately 3 years of age, including the impact of early experiences.
2. Knowledge relating to diverse perspectives of the family, parent/child/community/school systems, and various approaches to parent involvement.
3. Articulating rationale for and implementation of developmentally appropriate practices in the education of infants and toddlers including techniques of informal and formal assessment, strategies for working with infants and toddlers with special needs, and the process for evaluating infant/toddler programs.
4. Planning, implementing, and evaluating developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of infants and toddlers.
5. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children and adults, encourage positive social interaction among children and adults, and to develop personal self-control, self-motivation, and self-esteem in infants and toddlers.
6. Knowledge of the cultural contexts for young children's growth, development, and learning including such areas as learning styles, bilingualism, cultural values, race, and ethnicity.
7. Articulating rationale for and implementation of best practices relating to infant's and toddler's healthy physical development, including disease prevention special health care adaptations and treatments, nutrition, and safety.

**Methodology:** This course will include discussion, reading assignments, and observation of infants and toddlers in a group setting. For complete credit students are expected to read assignments and participate in all required activities. All assignments must be completed on time.

**IMPORTANT!!!**

**Late assignments will not be accepted without PRIOR arrangements between the student and instructor.**

**If arrangements have been made for the acceptance of late work, the submitted assignments will be reduced in credit by half.**

**Texts:**

Gonzalez-Mena, Eyer: Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive Care and Education, (9<sup>th</sup> edition), N.Y., McGraw-Hill

Gonzalez-Mena; The Caregiver's companion: Readings and Professional Resources to accompany Infants, Toddlers, and Caregivers, (9<sup>th</sup> edition), N.Y. Mc-Graw Hill

**Grading:** Grades will be assigned based on the following percentages:

93 and above	A
85 to 92	B

77 to 84	C
69 to 76	D
68 and below	F

### **Course Requirements:**

1. Eleven (11) Weekly Seminar Assignments
2. Fifteen (15) Weekly Lab Assignments
3. Three (3) Exams
4. Thirteen (13) Weekly Discussions
5. One Final Concept Board Project (Concept list will be submitted prior to final project)

**Extra Credit:** Optional experiences may be used for additional credit. A MAXIMUM OF 25 POINTS MAY BE RECEIVED THROUGH ADDITIONAL CREDIT WORK. All additional credit projects must receive prior approval of the instructor. Request guidelines. Possible points are based on expected time expended and are listed following the topic. **All optional learning assignments are due by Week 15 of the course.**

Suggestions are:

- Current professional journal article summary pertaining to infants and toddlers (10 points)
- Professional Conferences/Lectures - Attendance and Report (Varies) - Public meeting on infant or toddler related issues - Attendance and Report (15 points) - Book report on child development or infants and toddlers (20 points)

### **ELECTRONIC PORTFOLIO REQUIREMENT FOR EDUCATION MAJORS:**

All education students at CC are required to show evidence of program outcomes (artifacts) through the completion an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program.

These artifacts are also utilized to demonstrate NCATE (National Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies and documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities.

Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of eFolio.

eFolio accounts are initially paid for by Casper College (based upon continued funding). Beyond this course, continuation and maintenance of eFolio may be conducted solely between the student and eFolioWorld. Students will adhere to the user policy or will forfeit their eFolio account.

**CHAIN OF COMMAND:**

If you have problems with this class you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the Dean of Social and Behavioral Sciences (Dr. Brandon Kosine), and lastly the Vice President for Academic Affairs, (Dr. Shawn Powell)

**ACADEMIC DISHONESTY:**

Cheating and Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offence was committed or expulsion from school. See the Casper College Student Code of Conduct.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

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**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**Student's Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**NOTICE OF BACKGROUND CHECK:**

All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.

**LAST DATE TO CHANGE TO AUDIT STATUS:** November 12, 2015

**LAST DATE TO WITHDRAW WITH A W GRADE:** November 12, 2015

**TENTATIVE CALENDAR AND COURSE OUTLINE**

**Fall 2015**

**EDEC 1030-1035**

**Infant and Toddler Care**

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>	<b>Due Date</b>
Week 1 8/24-8/31	<b>Welcome to Class</b>	<ol style="list-style-type: none"> <li>1. Syllabus Quiz</li> <li>2. Discussion Posting</li> <li>3. <i>Lab Information</i></li> </ol>	8/31
Week 2 8/31-9/8	<b>Principles of Caregiving</b>	<ol style="list-style-type: none"> <li>1. Read Chapter 1</li> <li>2. Principles Assignment</li> <li>3. Discussion Posting</li> <li>4. <i>Lab Information</i></li> </ol>	9/8  (Tuesday due date- Labor Day)
Week 3 9/8-9/14	<b>Infant-Toddler Education</b>	<ol style="list-style-type: none"> <li>1. Read Chapter 2</li> <li>2. Read "Curriculum and Lesson Planning: A Responsive Approach " from Caregiver's Companion</li> <li>3. Caregiver's Companion Question Response</li> <li>4. Discussion Posting</li> <li>5. <i>Lab Assignment-(First week at lab site) Thumbnail Sketch</i></li> </ol>	9/14
Week 4 9/14-9/21	<b>Caregiving as Curriculum</b>	<ol style="list-style-type: none"> <li>1. Read Chapter 3</li> <li>2. <b>Concept Board topic due</b></li> <li>3. Discussion Posting</li> <li>4. <i>Lab Assignment-Toileting/Diapering</i></li> </ol>	9/21
Week 5 9/21-9/28	<b>Play as Curriculum</b>	<ol style="list-style-type: none"> <li>1. Read Chapter 4</li> <li>2. Principles in Action Response</li> <li>3. Discussion Posting</li> <li>4. <i>Lab Assignment-Problem of the Match observation</i></li> </ol>	9/28
Week 6	<b>Attachment</b>	<ol style="list-style-type: none"> <li>1. Read Chapter 5</li> <li>2. Exam #1 (Chapters 1, 2, 3, 4, and 5)</li> </ol>	10/5

9/28-10/5		3. <i>Lab Assignment-Attachment Observation</i>	
Week 7 10/5-10/12	<b>Perception</b>	1. Read Chapter 6 2. Discussion Posting 3. <i>Lab Assignment-Perceptual Development Observation</i>	10/12
Week 8 10/12-10/21	<b>Motor Skills</b>	1. Read Chapter 7 2. <b>Concept Board list due</b> 3. Discussion Posting 4. <i>Lab Assignment-Map Tracing</i>	10/21  (Later due date due to Fall Break)
Week 9 10/21-10/26	<b>Cognition</b>	1. Read Chapter 8 2. Scenario Assignment 3. Discussion Posting 4. <i>Lab Assignment-Sensorimotor Observation</i>	10/26
Week 10 10/26-11/2	<b>Language</b>	1. Read Chapter 9 2. Read "How Infants and Toddlers Use Symbols" from Caregiver's Companion 3. Discussion Posting 4. <i>Lab Assignment-Language Observation</i>	11/2
Week 11 11/2-11/9	<b>Emotions</b>	1. Read Chapter 10 2. Exam #2 (Chapters 6, 7, 8, 9, and 10) 3. <i>Lab Assignment-Temperament</i>	11/9
Week 12 11/9-11/16	<b>Social Skills</b>	1. Read Chapter 11 2. Principles in Action Response 3. Discussion Posting 4. <i>Lab Assignment-Play observation</i>	11/16
Week 13 11/16-11/23	<b>The Physical and Social Environment</b>	1. Read Chapters 12 and 13 2. <b>Concept Board due</b> 3. <b>Discussion Posting- Concept Board Sharing!</b> 4. <i>Lab Assignment-Assessing the Environment</i>	11/23
Week 14 11/23-11/30	No Assignments	THANKSGIVING BREAK	
Week 15 11/30-12/7	<b>Adult Relations: Parents and Staff</b>	1. Read Chapter 14 2. Exam #3 (Chapters 11-14) DUE Monday of Finals Week 3. Discussion Posting 4. <i>Lab Assignment-Final Reflection (last week of lab)</i> 5. <i>Signed lab hours due!</i>	12/7
Week 16 12/7-12/14	<b>Conclusion:</b> Final Week	1. Read Conclusion- pp 309-313 2. <i>Lab Make-up week (contact instructor if make-up is necessary)</i>	

