

Casper College Early Childhood Education
Casper College

Course Number and Title: EDEC1035-N1 Infant and Toddler Care

Semester: Fall 2014

Lecture Hours: 0 **Lab Hours:** 2 **Credit Hours:** 1

Class Time/Location: Online

Instructor: Kerri Mahlum, Ed. D.

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Course Description: Supervised experience in the care of infants and toddlers at an approved early childhood program. This course along with EDEC 1030, Infant and Toddler Care, meets the criteria for the Wyoming Infant Toddler Credential.

Prerequisites: EDEC 1020 and concurrent enrollment in EDEC 1030

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: Through experience with children under the age of three, students will learn basic infant toddler growth and development information along with curriculum implications, the interactive role of the caregiver, and other components of infant toddler care including implementation of quality programming and adult interactions.

OUTCOMES:

1) The students will demonstrate competence in:

- 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.
- Knowledge relating to diverse perspectives of the child within the family, community, and school systems, and various approaches to parent involvement.
- 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.
- 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.
- Using 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.
- 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.
- 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.

2) The course will serve as a bridge between theory and application through student experiences in the laboratory setting.

Methodology and Evaluation: The students will spend approximately **2.5 hours per week** for 12 weeks for a total of approximately 30 lab clock hours in an infant or toddler laboratory setting approved by the Casper College Early Childhood Program.

Lab Attendance:

In this practicum experience, students are to be modeling the highest level of professionalism. **As a result, punctuality and attendance are mandatory.**

Students who know they will need to miss lab must contact their instructor *prior* to the absence. At that time it will be determined by the instructor if the absence is excused or unexcused.

If a student has an *unexcused* absence from their practicum, their course grade will be lowered **two grade levels** and will be addressed in their final mentor and instructor evaluations.

NOTE!- 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!

Students will be evaluated based upon written reports of individual laboratory assignments, a midterm and final assessment of competencies demonstrated in the laboratory to be conducted by lab mentor teacher. Successful performance will be judged on a point system based upon the following:

Laboratory Assignments	12 @ 10-20 points	120-240 points
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** All points are approximate**

93 and above	A	Grading: Grades will be assigned based on the following percentages:
85 to 92	B	
77 to 84	C	
69 to 76	D	
68 and below	F	

Text:

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

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

Course Requirements:

1. Attendance 2.5 hours at lab session per week. All missed laboratory sessions must be made up with day of make-up approved by the field supervisor prior to attendance.
2. Written reports of lab sessions are due the week following the assignment. Late work will not be accepted without PRIOR instructor permission.

3. Accepted late work will be reduced in credit by half.
3. All papers must be typed and scholarly.

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.

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. 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

Week	Topic	Assignment	Due Date
Week 1 8/24-8/31	Welcome to Class	<ol style="list-style-type: none"> Syllabus Quiz Discussion Posting <i>Lab Information</i> 	8/31
Week 2 8/31-9/8	Principles of Caregiving	<ol style="list-style-type: none"> Read Chapter 1 Principles Assignment Discussion Posting <i>Lab Information</i> 	9/8 (Tuesday due date- Labor Day)
Week 3 9/8-9/14	Infant-Toddler Education	<ol style="list-style-type: none"> Read Chapter 2 Read "Curriculum and Lesson Planning: A Responsive Approach " from Caregiver's Companion 	9/14

		<ol style="list-style-type: none"> 3. Caregiver's Companion Question Response 4. Discussion Posting 5. <i>Lab Assignment-(First week at lab site) Thumbnail Sketch</i> 	
<p>Week 4 9/14-9/21</p>	<p>Caregiving as Curriculum</p>	<ol style="list-style-type: none"> 1. Read Chapter 3 2. Concept Board topic due 3. Discussion Posting 4. <i>Lab Assignment-Toileting/Diapering</i> 	9/21
<p>Week 5 9/21-9/28</p>	<p>Play as Curriculum</p>	<ol style="list-style-type: none"> 1. Read Chapter 4 2. Principles in Action Response 3. Discussion Posting 4. <i>Lab Assignment-Problem of the Match observation</i> 	9/28
<p>Week 6 9/28-10/5</p>	<p>Attachment</p>	<ol style="list-style-type: none"> 1. Read Chapter 5 2. Exam #1 (Chapters 1, 2, 3, 4, and 5) 3. <i>Lab Assignment-Attachment Observation</i> 	10/5
<p>Week 7 10/5-10/12</p>	<p>Perception</p>	<ol style="list-style-type: none"> 1. Read Chapter 6 2. Discussion Posting 3. <i>Lab Assignment-Perceptual Development Observation</i> 	10/12
<p>Week 8 10/12-10/21</p>	<p>Motor Skills</p>	<ol style="list-style-type: none"> 1. Read Chapter 7 2. Concept Board list due 3. Discussion Posting 4. <i>Lab Assignment-Map Tracing</i> 	<p>10/21 (Later due date due to Fall Break)</p>
<p>Week 9 10/21-10/26</p>	<p>Cognition</p>	<ol style="list-style-type: none"> 1. Read Chapter 8 2. Scenario Assignment 3. Discussion Posting 4. <i>Lab Assignment-Sensorimotor Observation</i> 	10/26
<p>Week 10 10/26-11/2</p>	<p>Language</p>	<ol style="list-style-type: none"> 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
<p>Week 11 11/2-11/9</p>	<p>Emotions</p>	<ol style="list-style-type: none"> 1. Read Chapter 10 2. Exam #2 (Chapters 6, 7, 8, 9, and 10) 3. <i>Lab Assignment-Temperament</i> 	11/9
<p>Week 12 11/9-11/16</p>	<p>Social Skills</p>	<ol style="list-style-type: none"> 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	The Physical and Social Environment	<ol style="list-style-type: none"> 1. Read Chapters 12 and 13 2. Concept Board due 3. Discussion Posting- Concept Board Sharing! 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	Adult Relations: Parents and Staff	<ol style="list-style-type: none"> 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	Conclusion: Final Week	<ol style="list-style-type: none"> 1. Read Conclusion- pp 309-313 2. <i>Lab Make-up week (contact instructor if make-up is necessary)</i> 	