

## Infant Toddler Caregiving I Course Syllabus



**“...each child in daycare deserves the highest probability of being perceived as unique of being appropriately and respectfully interacted with and of having predictable, trusting, mutually determined relationships.” ~Jeree Pawl**

### **Course Information**

- A. Number: ECED 230
- B. Title: Infant Toddler Caregiving I
- C. Credits: 3
- D. Offered Fall Quarter
- E. Location: Education Building Room 113
- F. Class Meetings Days and Time: Fridays, 9:00 – 11:50

### **Personal Information**

- A. Instructor: Mary Rudolph
- B. Office: Education Building Room 119
- C. Office Hours: Tuesdays (1:00 – 4:00), Wednesdays (1:00-2:00), and Thursdays (1:00 – 3:00). I encourage you to call and make an appointment if these times are not convenient for you.
- D. Telephone: 275-4771
- E-mail: [mary\\_rudolph@skc.edu](mailto:mary_rudolph@skc.edu)

### **Required Materials**

- A. Gonzalez-Mena, J. & Widmeyer Eyer, D. (2006 or newer). *Infants, toddlers, and caregivers: A curriculum of respectful, responsive care and education*. New York, NY: McGraw-Hill.
- B. Handouts from the Instructor

### **Course Description**

**Infant Toddler Caregiving** provides an introduction to essential practices in caring for infants or toddlers in a childcare setting. Topics to be explored include routines, environments, schedules, primary caregiving, and continuity of care.

## **COURSE RATIONALE:**

The course was designed to introduce the infant/toddler caregiver candidate to the essential practices needed for the care of infants and toddlers in a childcare setting. Early educators must have a strong understanding of primary caregiving practices and continuity of care in order to support cognitive development in young children.

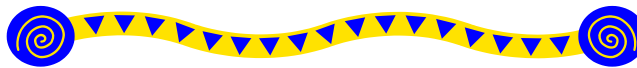
## **NAEYC STANDARDS SUPPORTED IN THIS COURSE**

<b>Standard</b>	<b>Critical Assignments:</b> These assignments are completed at a satisfactory level by all students enrolled in ECED 230.
<b>Standard 1. Promoting child development and learning:</b> <i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</i>	
<b>Standard 2. Building family and community relationships:</b> <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</i>	
<b>Standard 3. Observing, documenting, and assessing to support young children and families:</b> <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i>	Observation #1: Temperament Scale  Observation #3: The Environment (Health and Safety)
<b>Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families:</b> <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families.</i>	Observation #2: Caregiving Observation and Positive Critique  Observation #5: Early Learning Plan
<b>Standard 5. Using Content Knowledge to Build Meaningful Curriculum:</b> <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</i>	
<b>Standard 6. Becoming a Professional:</b> <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i>	Observation by Instructor and Feedback Session  Self-Assessment/Training Plan

## **Course Objectives**

As a result of having taken this course candidates will be able to:

- A. Identify how their own experiences and assumptions can directly influence their relationships with infants, toddlers, and their families. S - 4; S - 5; S - 6
- B. Identify ways they can be more family centered in their interactions with parents. S-2
- C. Assess current strengths they can build on to facilitate the care of infants and toddlers. S - 3; S - 5; S - 6
- D. Develop skills to promote emotional and physical security for infants and toddlers as they develop a sense of self. S - 1; S - 4; S - 5
- E. Develop skills to provide a supportive environment in which children can begin to learn and practice positive social skills as individuals and while interacting in a group setting. S - 1; S - 4; S - 5
- F. Identify ways to facilitate the natural interests and urges of infants and toddlers. S - 1; S - 4; S - 5
- G. Develop skills to provide a supportive environment that is safe, interesting, and developmentally appropriate for infants and toddlers. S - 1



## **Cultural Relevancy**

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

### **Candidate Objectives:**

1. Students will participate in discussions, activities, and reflective writings about cultural relevancy in course topics;
2. Students will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

## **Critical Thinking**

This course will encourage critical thinking skills by having students apply and critique information.

### **Candidate Objectives:**

1. Students will apply information learned in class to improve their work with parents, children, and other professionals;
2. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques, and cultural issues.

## **Communication**

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion as well as when engaging with infant, toddlers, and other caregivers at their observation sites. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate effective oral communication skills when participating in class assignments.
2. Design and implement a Personal Training Plan integrating national standards and state guidelines based on observations, observation feedback from the instructor, and self-assessment. Plans will demonstrate satisfactory writing skills.

## **Citizenship**

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

### **Candidate Objectives:**

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.



## **Grading**

90 – 100%	A	540 – 600
80 – 89%	B	480 – 539
70 – 79%	C	420 – 479
60 – 69%	D	360 – 419
0 – 59%	F	Below 360

## **Course Requirements: Purposeful and Meaningful Assignments and Assessments:**

- A. Attendance and participation in class activities and discussions.
- B. Weekly In-Class Assignments (must be in class to complete).
- C. Weekly Reading Assignments/ Seven Reading Responses.
- D. Five Observation Assignments focusing on an Infant or Toddler.
- E. Observation by Instructor and Feedback Session.
- F. A minimum of seven hours in an infant and/or toddler classroom
- G. Self-Assessment/Training Plan.
- H. Field Trip

## **Credit Hours**

Following the SKC Credit Hour Policy, to meet the identified objectives of this course, this three unit course, delivered over a 10 week term will approximate:

Three hours/week classroom or direct faculty instruction

In addition out-of-class student work will approximate a minimum of six hours each week.

## **Grading System**

a. An Incomplete grade ("I") is NOT an option with the exemption of an exception of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

b. The following is a breakdown of how grades are earned:

Attendance and Participation (10 x 8 pts. ea.).....	80 points.....	13.33%
In-Class Assignments (must be in class to complete)...(10 x 8 pts. ea)...	80 points.....	13.33%
Weekly Reading and Response Assignments (7 x 15 pts. ea).....	105 points.....	17.5%
Observation Assignments (five).....(5 x 30 pts. ea.).....	150 points.....	25%
Observation by Instructor and Feedback Session.....	75 points.....	12.5%
Self-Assessment/Training Plan Packet .....	65 points.....	10.83%
Field Trip.....	45 points.....	7.5%

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600 points

**\*\*Tutors are available for students.** Please contact the instructor if you have any questions or need a tutor.

All assignments are due on their due dates. Failure to come to class to participate and present assignments on their due date will be considered late assignments. Late assignments will not receive full credit. 35% will be deducted on all late assignments.

**No late assignments accepted** after the beginning of class on the last class of the quarter.

***Bonus: 100% Attendance and Participation = 10 bonus points***

## **Attendance Policy**

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Attendance and participation is graded at 8 points/class. Assignments must be presented in class in order to receive full credit. An opportunity for make-up work is provided on an individual basis for emergency situations and on a limited basis.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. Arriving late for class or leaving before class is dismissed will result in a significant loss of attendance/participation points(0-10 minutes = minus 0 pts., 11-15 minutes = minus 2 pts., 16-20 minutes = minus 4 pts., 21-25 minutes = minus 6 pts., 26-30 minutes = minus 8 pts., 31 minutes or more = loss of all points).

Students must be in class to complete and present assignments on the day they are due. Students missing more than eight classroom hours may receive a failing grade and are recommended to withdraw from the class.

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### **Reasonable Accommodation**

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Office, Stanley Fleming ([stanley\\_fleming@skc.edu](mailto:stanley_fleming@skc.edu)), and (406) 275-4968 or consult the SKC web page for Students with Disabilities for more information.

It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.



**Faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.**



**Please keep cell phones off or on the silent mode and out of sight. If there is an emergency and you must take a call, please leave the classroom so as to disrupt the class as little as possible. Text messaging during class is unacceptable.**

**Academic Honor Code**

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

**Appropriate Behavior**

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

**Course Transferability**

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

**Course Responsibilities**

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

# Infant Toddler Caregiving I

## Dynamic Course Outline



**10-4-13**

### **Welcome**

Warm Up

*Introductions:*

People First

Class Routines

Course Syllabus & Outline

Temperament

Guest Speaker/Video Option

*In-Class Assignments*

*Homework Assignments*

### **Homework** (See Weekly Homework Assignment for details)

Reading and Response: Handouts from the Instructor, Chapter One, and pages 212-215

Self-Assessment/Training Plan Packet Part One

Observation #1 Temperament



**10-11-13**

Warm Up

Respectful Care

Observation

Brain Development

Guest Speaker/Video Option

*In-Class Assignments*

*Homework Assignments*

### **Homework** (See Weekly Homework Assignment for details)

Reading and Response: Handouts from the Instructor





**10-18-13**

Warm Up  
Guest Speaker/Video Option  
Together in Care  
Environments  
*In-Class Assignments*  
*Homework Assignments*

**Homework** (See Weekly Homework Assignment for details)

Reading: Handouts from the Instructor & Chapter Two  
Observation #2  
Schedule Observation by Instructor

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**10-25-13**

Warm Up  
Guest Speaker/Video Option  
Together in Care Continued  
Environments Continued  
*In-Class Assignments*  
*Homework Assignments*

**Homework** (See Weekly Homework Assignment for details)

Reading and Response: Handouts from the Instructor

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**11-1-13**

Warm Up  
Routines  
Guest Speaker/Video Option  
*In-Class Assignments*  
*Homework Assignments*

**Homework** (See Weekly Homework Assignment for details)

Reading and Response: Handouts from the Instructor & Chapter Twelve  
Observation #3: Environment (Health and Safety)

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**11-8-13**

Warm Up

Routines Continued

Respectful Care

Guest Speaker/Video Option

*In-Class Assignments*

**Homework** (See Weekly Homework Assignment for details)

Reading and Response: Handouts from the Instructor & Chapter Three

Observation #4: ITERS

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**11-15-13**

Warm Up

Cognitive Development & Learning

Discoveries

Guest Speaker/Video Option

*In-Class Assignments*

**Homework** (See Weekly Homework Assignment for details)

Reading and Response: Handouts from the Instructor

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**11-22-13**

Warm Up

Cognitive Development & Learning

The Ages of Infancy

Guest Speaker/Video Option

*In-Class Assignments*

**Homework** (See Weekly Homework Assignment for details)

Reading: Handouts from the Instructor MT ELG for Infants and Toddlers

Observation #5 Early Learning Plan

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**11-29-13**

**Happy Thanksgiving! Campus is closed.**



**12-6-13**

Warm Up  
Language Development  
Guest Speaker/Video Option  
*In-Class Assignments*

**Homework** (See Weekly Homework Assignment for details)

Reading and Response: Handouts from the Instructor

Self-Assessment/Training Plan Packet Part Two



**12-13-13**

Warm Up  
Language Development Continued  
Course Summary  
Show & Share: Obs. #5 MT ELG  
Last Day Celebration  
Guest Speaker/Video Option  
*In-Class Assignments*

## ECED 230 Infant Toddler Caregiving I Assignment Descriptions



### **Attendance and Participation in Class Activities and Discussions:**

Attendance and Participation are crucial to your success in the Infant Toddler Caregiving I course. Students are expected to attend and participate in all classes.



**In-Class Assignments (must be in class to complete):** This class is highly interactive and learning occurs through participation in class discussions and activities. Students will be expected to complete an In-class Assignment each day of class. Students must be in class on assignment day in order to receive credit for the assignment.



**Weekly Reading Assignments/ Seven Reading Responses:** Reading assignments will be assigned each class. Seven Reading Responses will be assigned over the course of the quarter. Students are expected to complete the assignment prior to the next class date.



**Observation Assignments:** Students will be assigned five observation assignments over the course of the quarter. Observations must be completed in a licensed infant or toddler classroom. Observation topics assigned will be specific in the areas of routines, environments, learning schemes, and language development.



**Observation by Instructor and Feedback Session:** Students are responsible for locating a licensed infant or toddler classroom where they can work directly with and build a relationship with infants or toddlers over a period of time. After you have been working in the classroom for a minimum of five weeks set up an appointment with the instructor to observe you. After the observation you and the instructor will meet to discuss the observation.



**Self-Assessment/Training Plan Packet:** Students will complete a self-assessment and training plan packet based on the Infant Toddler Childcare setting selected.