

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR ELECTIVE COURSE

COURSE TITLE:

ECE 108 Infant Toddler Curriculum and Development

COURSE DESCRIPTION:

This course is the study of the aspects of planning and implementing group care for infants and toddlers, including developmental issues, routines and transitions in care giving; curriculum activities, environmental designs, equipment and materials; guiding behavior including limit setting and developing security through behavioral management, and working with parents. (This course meets Infant/toddler lead teacher certification requirements set by Office for Child Care Services.)

COURSE COMPETENCIES: After completing this course the student should be able to describe development, both typical and atypical, with emphasis on birth to age three, including appropriate care and activities for infants and toddlers in a group care environment. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of all children from birth to age 3. (Level I, II, & III)

2. Uses knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (Level I, II, & III)

Curriculum development and implementation:

3. Uses a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development. (Level I & II, & III)

4. Establishes and maintains physically and psychologically safe and healthy learning environments for children. (Level I, II, & III)

5. Creates and modifies environments and experiences to meet the individual needs of children, including evaluating and selecting developmentally appropriate materials, equipment, and environments. (Level I, II, & III)

Family and community relationships:

6. Demonstrates the need to establish and maintain positive, collaborative relationships with families, including respect for parent's choices and goals for children. (Level I, II, & III)

7. Demonstrates sensitivity to differences in family structures and social and cultural backgrounds. (Level I, II, & III)

Assessment and evaluation of young children:

8. Observes, records, and assesses young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual

differences, including children with special needs. (Level I, II, & III)

Professionalism:

9. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development.

(Level I, II, III)

10. Demonstrates an awareness of and commitment to the profession's Code of Ethical Conduct, while serving as an advocate for young children and their families. (Level I, II)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Identification of typical infant toddler behaviors and patterns.
2. Connecting observation and child development theories.
3. Procedures for caregiving techniques during routine activities.
4. Critical factors affecting bio-physical growth and development with attention to healthy and safe practices in caregiving plans.
5. Critical factors affecting psycho-social growth and development with attention to need for attachment, security, expression of independence, and beginning social connections in caregiving plans.
6. Critical factors affecting cognitive growth and development with attention to need for stimulation of brain development and developmentally appropriate practices in curriculum planning.
7. Critical factors affecting language development with attention to need for stimulation through talking and appropriate activities, games, music, literature, and other curriculum plans.
8. Working in collaboration with parents to respect their choices for infants and toddlers and maintaining continuity with home care practices.
9. Consideration of ethical issues and need for advocacy for young children who are unable to advocate for themselves.
10. Design of spaces which promote safety and safeguard health, but which stimulate and encourage optimal growth of young children.

COURSE OBJECTIVES:

After completing of this course, the student should be able to describe human development, both typical and atypical, in the infant and toddler period through age two, with emphasis on appropriate care and curriculum activities for infants and toddlers in early care and education programs. Consideration of cultural differences in caregiving activities will also be emphasized. Upon completion of the course, the student should be able to:

1. identify typical and atypical infant/toddler behavior.
2. identify methods of infant/toddler observation and study.
3. name basic theories of infant/toddler development and their practical applications in early care and education program.

4. describe the bio-physical, psycho-social, and cognitive areas of growth and development and apply caregiving techniques to these areas.

5. identify basic principles of cognitive development and the critical factors affecting development with attention to developmentally appropriate materials and activities which appropriately stimulate infants and toddlers in early care and education programs.

6. identify basic principles of bio-physical development and the critical factors affecting development with attention to safe and healthy environments for infants and toddlers in early care and education programs.

7. identify basic principles of psycho-social development and the critical factors affecting development with attention to developmentally appropriate practices which promote social and emotional health through the involvement of parents and families of infants and toddlers in early care and education programs.

8. identify the functions of play and exploration in the infant and toddler program and the practical application of this knowledge to a group care environment.

9. identify the sociological factors affecting infants and toddlers in multi-diverse families served in early care and education and describe methods for successful integration of all families into the program.

10. construct a program plan for a group of infants and toddlers with respect to all areas of programming (environment, materials, activities, classroom management, child assessment, evaluation, and parent involvement).

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Gonzalez-Mena, J. & Widmeyer, D. (2006). Infants, toddlers, and caregivers (7th ed.). Mt. View, CA: Mayfield Press.

Gonzalez- Mena, J. (2005). Diversity in early care and education. (4th ed.). Mt. View, CA: Mayfield Press.

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of observation assignments of infants and toddlers which allows students to see actual programs in process and discuss caregiving techniques with professionals in the field.

Level III competencies:

A project which incorporates all the principles of the course in developing a program for infants and toddlers including the development of space, selection of materials and equipment, planning of curriculum and schedule, development of learning activities during routines, and a plan for parent collaboration.

PREREQUISITE(S).

Grade of C or better in Academic Reading III (098) AND Academic Writing III (ESL 098) OR Reading Skills (RDG 095) and ENG 090 or exemption from reading and writing requirements by placement testing.

NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this

demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.