ECD 200- Curriculum Issues in Infant and Toddler Development

Early Childhood Development

Business and Public Service

Semester Year

Catalog Course Description: This course is a study of infant and toddler care. Emphasis is on brain development and its implications for caring for infants and toddlers. Planning and teaching strategies as they relate to child development, curriculum and environment are included in the course.

Prerequisite(s):	ENG 100 and RDG 100
Credit Hours:	3.0
Class Schedule:	
Instructor:	
Office:	
Office Hours:	
Telephone:	
E-mail:	
Campus Mailbox:	Beltline Campus-Richland Hall 126A
	Airport Campus-Saluda Hall 119
Program Website:	www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu
Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu
Departmental Assistant: Kim Bauer, (803) 822-3320, bauerk@midlandstech.edu
Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s):

Gonzalez-Mena, J. & Eyer, D.W. (2009). *Infants, toddlers, and caregivers.* Boston: McGraw Hill. (Eighth Edition)

Harms,T, Clifford R, & Cryer D. (2006). *Infant Toddler Environment Rating Scale*. New York: Teachers College Press. (Revised Edition).

Course Objectives: Upon completion of this course the student will be able to:
1. Design a physical and social environment that reflects knowledge of current growth and development research (including brain research) and meets the needs of children and families. (NAEYC 1a, 1b, 1c, 4a, 4b, 4d)
2. Describe how caregiving routines are infant/toddler curriculum. (NAEYC 1a, 3a-d, 4b, 5c, 6b)
3. Discuss how infant/toddler curriculum reflects the individual child's needs and interests. (NAEYC 1a, 5c)
4. Discuss how infant/toddler programs can function as a caring family community. (NAEYC 1c, 4a, 4b)
5. Explain how an infant/toddler curriculum is based on the knowledge of children's families. (NAEYC 1c, 2a-c, 4a, 4b, 4d)

Course Outcomes and Competencies:

Intended Course Outcome #3: Students will be able to observe, document, and assess young children and explain how appropriate assessment supports young children and families.

Course Competency 3d: Students will be able to demonstrate responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

Performance Measurement Instrument and Success criteria: Students will successfully examine an early childhood environment using the Infant Toddler Environmental Rating Scale.

NAEYC Standards
1. PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning
3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child
5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
6. BECOMING A PROFESSIONAL
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession
7. EARLY CHILDHOOD FIELD EXPERIENCES
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Specific Assignments: Grading
All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Tests (4 @ 100 points each)	400
Video Observations (10 @ 20 points each)	200
Principles in Action (10 @ 10 points each)	100
Research Project	100
Infant Toddler Environment Rating Scale	100
Professional Journal Articles (2 @ 50 points each)	100

Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points

W   = Withdrawal before midterm
WF = Withdrawal after midterm with a failing grade on the last day attended

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at http://www.midlandstech.edu/handbook/; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

▪ The students of MTC have adopted the following Honor Code:
   As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
▪ The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
▪ Cheating on tests includes:
   . Copying from another student's paper.
   . Copying or presenting someone else's work as your own.
   . Using unauthorized materials during a test.
   . Collaborating with any other person during a test without permission.
   . Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
   . Bribing any other person to obtain information about tests.
   . Substituting for another student, or permitting another student to substitute for you.
▪ Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
▪ The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
▪ For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as

professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. <u>Disruptive behavior is un-professional, and will not be tolerated</u>, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is <u>your responsibility</u> to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (*MyMTC* Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to http://www.midlandstech.edu/myemail.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

*MyMTC***:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to http://mymtc.midlandstech.edu.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Accessibility and Special Accommodations:

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

Copyright:

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-ccccd.net/College_Courses.htm.

(Revised September 2013)

Course Topic Outline/Course Calendar with Assignments:

Class/ Date	Class-time	Assignments Due
Week 1	Getting to Know You Review Syllabus West Ed Philosophy Chapter 1 – Principles, Practice, & Curriculum	• None
Week 2	Chapter 2 – Infant-Toddler Education Chapter 3 – Caregiving as Curriculum	• Chapters 1 -3 • Complete video observations & Principles in Action
Week 3	Chapter 4 – Play as Curriculum *Test 1*	• Chapter 4 • Complete video observations & Principles in Action • Prepare for test 1
Week 4	Chapter 5 – Attachment	• Chapter 5 • Complete video observations & Principles in Action
Week 5	Chapter 6 – Perception	• Chapter 6 • Complete video observations & Principles in Action
Week 6	Chapter 7 – Motor Skills	• Chapter 7 • Complete video observations & Principles in Action
Week 7	Chapter 8 – Cognition *Test 2*	• Chapter 8 • Complete video observations & Principles in Action • Prepare for test 2
Week 8	Chapter 9 – Language	• Chapter 9 • Complete video observations & Principles in Action
Week 9	Chapter 10 – Emotions Discuss Chapter 11 – Social Skills *Test 3*	• Chapters 10-11 • Complete video observations & Principles in Action • Prepare for test 3
Week 10	Chapter 12 – The Physical Environment	• Chapter 12
Week 11	***Research Project* Due – Share learning** *Submit Infant Toddler Environment Rating Scale*	• Complete and Submit Research project and ITERS
Week 12	Chapter 13 – The Social Environment	• Chapter 13
Week 13	Chapter 14 – Adult Relations in Infant-Toddler Care & Education Programs	• Chapter 14
Week 14	Catch up and review for Final	• Catch up!
	Test 4 aka Final test	• Study for Test
	Celebration of Learning _____ 6-7:30pm-AC 143	

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

<u>***Note***</u>*: **Please keep all assignments for your final portfolio for ECD 243.***

Rubric for Infant Toddler Environmental Rating Scale

Purpose/Goal: Student will complete at least ten items from the Infant Toddler Environmental Rating Scale (ITERS) at an infant or toddler classroom.

Total possible score: 100   Actual Score _____

Criteria	Excellent	Fair	Poor	Score
Due Date	Turned in on or before due date (10)	Turned in week after due date (5)	Turned in two weeks after due date (0)	
Scoring	At least ten items are scored (20)	Eight or nine items are scored (15)	Less than eight items are scored (0)	
Scoring Accuracy	Scoring is accurate on all items (20)	Scoring is somewhat accurate (15)	Scoring is inaccurate (0)	
Areas of Concern	Areas of concern complete and clear (20)	Areas of concern are incomplete or unclear (15)	Areas of concern are incomplete and unclear (0)	
Suggestions	Suggestions are complete and developmentally appropriate (20)	Most suggestions are complete and developmentally appropriate (15)	Few suggestions are complete and/or developmentally appropriate (0)	
Mechanics	No spelling or grammatical errors. Comments in all sections are neat and readable. (10)	Few spelling or grammatical errors. Comments in most sections are neat and readable (5)	Many spelling or grammatical errors. Comments are messy or unreadable (0)	
Totals				

Name: _____   **Instructor:** _____
Title of Journal Article: _____
Due Date: _____   **Date Turned In:** _____

Rubric – ECD 200 Professional Journal Article Review

Purpose/Goal: Student will prepare a typed journal article review *relating to curriculum issues in infant and toddler development.*

JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED
Journal article must be from an approved professional journal or it will not be accepted

Total possible score: 50 x 2=100 (10% of final grade)   Actual Score _____

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Art. 1	Art. 2
Topic	Paper relates to *curriculum issues in infants and toddler development.* (8)	Paper relates to an early childhood topic, but not *curriculum issues in infants and toddler development* (4)	Paper does not relate to an early childhood topic (0)		
½ Page Summary	Summary review of article is ½ page and is clear and comprehensive. (14)	Summary review of article is less than ½ page summary and/or is difficult to understand. (6)	Does not include a summary of the article. (0)		
½ Page Reaction	Paper includes ½ page reaction to article that is clear and comprehensive. (14)	Paper includes less than ½ page reaction to article and/or is difficult to understand. (6)	Paper does not include a reaction to article. (0)		
Grammar/ Spelling/Sentence Structure	0-4 grammatical and/or spelling errors and 0-1 incomplete sentences. (8)	5-9 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (4)	10 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
APA Style	Paper is prepared in APA style: journal is cited in APA style at bottom of page, type is double-spaced, using 12-point font, and 1" margins on left, top, and bottom. (6)	3-4 components at left followed. (2)	1-2 components at left followed. (0)		
Total					

ECD 200 – Curriculum Issues in Infant/Toddler Development

Assessment Record for _____

Assignments and Total Points	Tests	Journal Articles	Activities
Test 1	100		
Test 2	100		
Test 3	100		
Test 4	100		
Journal Article 1 Journal Article 2		25 25	
Video Observations Chapter 1 Chapter 2 Chapter3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10			20 20 20 20 20 20 20 20 20 20
Principles in Action Chapter 1 Chapter 2 Chapter3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10			10 10 10 10 10 10 10 10 10 10
Research Project			100
Infant Toddler Environment Rating Scale			100
Totals	400/	100/	500/

A = 93-100   930-1,000 points
B = 85-92   850-929 points
C = 75-84   750-849 points
D = 70-74   700-749 points
F = Below 70   Below 700 points

Midland's Technical College
ECD 200 – Curriculum Issues in Infant/Toddler Development
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

_____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class**:**

_____

_____

_____

What the instructor needs to know to help me be successful in this class:

_____

_____

_____

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ Date: _____

INSTRUCTOR: _____ Date: _____