

**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS
 FUNDAMENTALS OF INFANT & TODDLER CARE AND ED. | ECED 1141 | COURSE INFORMATION**

COURSE DESCRIPTION

Students will be introduced to theories, practices, and philosophies/approaches associated with caring for all young children during the first three years of life, including those children with disabilities, developmental delays, language and/or cultural differences. The relationship between nature (typical and atypical growth and development) and nurture (environment) are critically explored in this introductory course. The course will cover brain research; attachment; temperament; emotions and feelings; routines, health, safety, and nutrition; family engagement, indoor and outdoor environments.

Field Work: No more than 20 hours of field work hours required

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1	Developmental theories and philosophies of child development.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.1 • NAEYC: Standard 1: 1a and 1b • PS&C: Standard 1: 1a and 1c • CKC's: Domain 1: 1. A.1
2	How all infants and toddlers, including those with developmental delays, disabilities, language and/or cultural differences, grow and develop through successive stages in all domains of development.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.2 and 1.4 • NAEYC: Standard 1:1a • PS&C: Standard 1: 1a • CKC's: Domain 1: 1. A.1
3	Current research on brain development.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.3 • NAEYC: Standard 1: 1b • PS&C: Standard 1: 1a and 1c • CKC's: Domain 1: 1. A.1
4	The influences of heredity and environment and how they impact typical and atypical behavior and development of the infant and toddler.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.3 • NAEYC: Standard 1: 1b • PS&C: Standard 1: 1b and 1c • CKC's: Domain 1: 1. A.1

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
5	The CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum.	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction • EI/ESCE: Standard 1: 1.3 and 1.4, Standard 5: 5.2, Standard 6: 6.3, 6.4, 6.5, 6.7 and 6.7 • NAEYC: Standard 1: 1b, Standard 4: 4b and 4c, Standard 5: 5c • PS&C: Standard 1:1d, Standard 4:4b and 4c, Standard 5:5a, 5b, and 5c • CKC's: Domain 1: 1.B.3, Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2. and 2.B.3., Domain 3: 3.A.1 and 3.A.3,
6	Objective observation and assessment tools to gather information about a child's growth and development	<ul style="list-style-type: none"> • OSEP: Observing and Collecting Data for Progress Monitoring • EI/ESCE: Standard 4: 4.1 • NAEYC: Standard 3: 3a, 3b, and 3c • PS&C: Standard 3: 3a and 3b • CKC's: Domain 4: 4.A.1, 4.A.2 and 4. A.3
7	Healthy, respectful, supportive, inclusive, and challenging birth-three learning environments including responsive, nurturing caregiving, feeding and other routines that promote development of the whole children including children with disabilities, developmental delays, language and or cultural differences	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction and Supporting Social and Emotional Development • EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 1: 1b and 1c; Standard 4: 4a • PS&C: Standard 1: 1b and Standard 4: 4a • CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2: 2.A.2
8	Partnerships with parents support all children's development including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration • E/I/ESCE: Standard 2: 2.1 and 2.3 , Standard 3: 3.3 and Standard 4: 4.4 • NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d • PS&C: Standard 2: 2a, 2b and 2c, Standard 3:3d • CKC's: Standard 5: 5.A.1, 5.A.2, 5.B.1

Student Outcomes: Upon completion of this course, students will be able to:

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
1	Explore and discuss the various theories and philosophies of child development and learning.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.1 • NAEYC: Standard 1: 1a and 1b • PS&C: Standard 1: 1a and 1c • CKC's: Domain 1: 1. A.1
2	Recognize how all children differ in their behaviors, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.2 and 1.4 • NAEYC: Standard 1:1a • PS&C: Standard 1: 1a • CKC's: Domain 1: 1. A.1
3	Discuss the current research on brain development.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.3 • NAEYC: Standard 1: 1b • PS&C: Standard 1: 1a and 1c • CKC's: Domain 1: 1. A.1

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
4	Identify the influences of heredity and environment and how they impact typical and atypical behavior and development of the infant and toddler.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.3 • NAEYC: Standard 1: 1b • PS&C: Standard 1: 1b and 1c • CKC's: Domain 1: 1. A.1
5	Identify and discuss the CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum.	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction • EI/ESCE: Standard 1: 1.3 and 1.4, Standard 5: 5.2, Standard 6: 6.3, 6.4, 6.5, 6.7 and 6.7 • NAEYC: Standard 1: 1b, Standard 4: 4b and 4c, Standard 5: 5c • PS&C: Standard 1:1d, Standard 4:4b and 4c, Standard 5:5a, 5b, and 5c • CKC's: Domain 1: 1.B.3, Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3., Domain 3: 3.A.1 and 3.A.3,
6	Demonstrate an understanding of objective observation and assessment tools to gather information about a child's behavior, growth, and development	<ul style="list-style-type: none"> • OSEP: Observing and Collecting Data for Progress Monitoring • EI/ESCE: Standard 4: 4.1 • NAEYC: Standard 3: 3a, 3b, and 3c • PS&C: Standard 3: 3a and 3b • CKC's: Domain 4: 4.A.1, 4.A.2 and 4. A.3
7	Analyze and evaluate healthy, respectful, supportive, inclusive, and challenging birth-three learning environments including responsive, nurturing caregiving, feeding and other routines that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction and Supporting Social and Emotional Development • EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 1: 1b and 1c; Standard 4: 4a • PS&C: Standard 1: and Standard 4: 4a • CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2: 2.A.2
8	Discuss how partnerships with parents support all children's development including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration • E/I/ESCE: Standard 2: 2.1 and 2.3, Standard 3: 3.3 and Standard 4: 4.4 • NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d • PS&C: Standard 2: 2a, 2b and 2c; Standard 3:3d • CKC's: Standard 5: 5.A.1, 5.A.2 and 5.B.1

Course Content: The following topics will be covered:

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	COURSE CONTENT	ALIGNMENT WITH STANDARDS
1	Various theories and philosophies of child development and learning.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.1 • NAEYC: Standard 1: 1a and 1b • PS&C: Standard 1: 1a and 1c • CKC's: Domain 1: 1. A.1
2	Infant Toddler behavior, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.2 and 1.4 • NAEYC: Standard 1:1a • PS&C: Standard 1: 1a • CKC's: Domain 1: 1. A.1

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	COURSE CONTENT	ALIGNMENT WITH STANDARDS
3	Current research on brain development.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.3 • NAEYC: Standard 1: 1b • PS&C: Standard 1: 1a and 1c • CKC's: Domain 1: 1. A.1
4	Influences of heredity and environment and how they impact typical and atypical development of the infant and toddler.	<ul style="list-style-type: none"> • EI/ESCE: Standard 1: 1.3 • NAEYC: Standard 1: 1b • PS&C: Standard 1: 1b and 1c • CKC's: Domain 1: 1. A.1
5	CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum.	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction • EI/ESCE: Standard 1: 1.3 and 1.4, Standard 5: 5.2, Standard 6: 6.3, 6.4, 6.5, 6.7 and 6.7 • NAEYC: Standard 1: 1b, Standard 4: 4b and 4c, Standard 5: 5c • PS&C: Standard 1:1d, Standard 4:4b and 4c, Standard 5:5a, 5b, and 5c • CKC's: Domain 1: 1.B.3, Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3., Domain 3: 3.A.1 and 3.A.3,
6	Understanding of objective observation and assessment tools to gather information about a child's behavior, growth and development	<ul style="list-style-type: none"> • OSEP: Observing and Collecting Data for Progress Monitoring • EI/ESCE: Standard 4: 4.1 • NAEYC: Standard 3: 3a, 3b, and 3c • PS&C: Standard 3: 3a and 3b • CKC's: Domain 4: 4.A.1, 4.A.2 and 4. A.3
7	Healthy, respectful, supportive, inclusive, and challenging birth-three learning environments including responsive, nurturing caregiving, feeding and other routines, that promote development of the whole child including children with disabilities, developmental delays, language and or cultural differences	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction and Supporting Social and Emotional Development • EI/ESCE: Standard 1: 1.3, Standard 6: 6.3, 6.5, 6.6 and 6.7 • NAEYC: Standard 1: 1b and 1c; Standard 4: 4a • PS&C: Standard 1: and Standard 4: 4a • CKC's: Domain 1: 1.A.2 and 1.B.1, Domain 2: 2.A.2
8	Partnerships with parents that support all children's development including children with disabilities, developmental delays, language and or cultural differences.	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaboration • E/I/ESCE: Standard 2: 2.1 and 2.3 and Standard 3: 3.3 and Standard 4: 4.4 • NAEYC: Standard 2: 2a, 2b and 2c and Standard 3: 3d • PS&C: Standard 2: 2a, 2b and 2c; Standard 3: 3d • CKC's: Standard 5: 5.A.1, 5.A.2, 5.B.1

STANDARDS

CT State Core Knowledge and Competencies (CKC) <https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf>

Early Intervention/Early Childhood Special Education (EI/ECSE), <https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

KEY EXPERIENCES

1. Watch and discuss comprehensive videos on Infant development such as Babies (Focus Features), Babies Netflix documentary series.
2. Present and discuss brain research including attachment, toxic stress, resilience etc. Explore this website: <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
3. Review an article on toddler development such as
4. Examine and discuss the positive and negative, (teratogens) environmental influences on prenatal development. <https://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/>
5. Using a sample list such as one provided in the resources organize these skills according to the ELDS domains and suggest a DAP experience that would enhance that skill.
6. Review the Documentation and Observation for Teaching System (D.O.T.S.) and other observation assessment tools and methods such as anecdotal records, running records, etc.
7. Plan and discuss all aspects of an appropriate infant toddler environment including the physical space, feeding and routines, and the characteristics of competent, responsive, nurturing caregivers.
8. Continuum of family engagement: Review NAEYC Code of Ethical Conduct on Family relationships. Enumerate ways you can support ongoing family engagement. Conduct a mock family conference.

RESOURCES

Websites

- <https://www.zerotothree.org>
- <https://www.dhs.wisconsin.gov/clts/waiver/county/mod1-matrices.pdf>
- <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
- <https://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/>
- Relationship Based Practices for Family engagement, <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>

Videos

- Finley's Parent Teacher conference, <https://www.youtube.com/watch?v=L7Qe-t3WbSM>
- Objective Observation, <https://eclkc.ohs.acf.hhs.gov/video/clearing-your-view-staying-objective-observation>
- Focused Observation for Infants and Toddlers, <https://eclkc.ohs.acf.hhs.gov/video/look-me-using-focused-child-observation-infants-toddlers>
- Early Essentials Webisodes: 8 webisodes covering, quality, relationships, expectant families, development, environments, professionalism and self-care and language development. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/early-essentials>
- Babies (Focus Films)
 - Life Before Birth - In the Womb <https://www.youtube.com/watch?v=0gAsdEUNUJY>
 - 10 Keys to Culturally Sensitive Childcare: A discussion on cultural differences in child rearing practice, and understanding the importance of establishing respectful trusting relationships with all parents. <https://www.cdevideos.org/home.aspx?len=en> (Free but requires you to register)
 - California Department of Education Free Video Streaming Service, <https://www.cdevideos.org/DrdpVideo.aspx?len=en> (Requires you to sign up but videos are free)

Articles:

- The Importance of Home Language, <https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>

Audio Podcast:

- Dr. Kristie Pretti-Frontczak, <https://preklearnandplay.com/podcast30/> "Episode 30: How to Select And Implement The "Best" Curriculum For Inclusive Pre-K Classrooms."

Children’s books:

- Harold and the Purple Crayon, Crockett Johnson (Cognition)
- Brown Bear, Brown Bear What Do You See? Bill Martin/Eric Carle (Cognition and language)
- Elephant and Piggie Books by Mo Willems (Social/Emotional)
- Leo the Late Bloomer, Robert Kraus (General Development)
- Press Here, Herve Tullet (Science – cause and effect)
- Susan Laughs, Jeanne Willis (ability)
- Read to Your Bunny, Rosemary Wells (language)
- Shapes, Shapes, Shapes, and Let’s Count, Tana Hoban (math)

Additional Resource:

- Infant Toddler Responsive Caregiver List, <https://elcduval.org/wp-content/uploads/qsod/091613%20ITRCC%20-%20Resource%20Guide%20-%20GSOD%202.0%20-%20FINAL%202013.pdf>

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Introductions and syllabus review			
2	Various theories and philosophies of child development and learning.	C.O. 1	In small groups, discuss the similarities and differences between and among various theories and philosophies of child development and learning.	S.O. 1
3	<p>Infant /Toddler behavior, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.</p> <p><i>*Watch and discuss comprehensive videos on Infant development such as Babies (Focus Features), Babies Netflix documentary series.</i></p>	C.O. 2	<i>Write a reflection after viewing video recognizing how all children differ in their behaviors, development and approaches to learning including children with disabilities, developmental delays, language and or cultural differences.</i>	S.O. 2

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
4	<p>Continued: Infant/toddler growth and development – milestones.</p> <p><i>*Review website discussing typical and atypical infant/toddler growth and development. https://www.dhs.wisconsin.gov/clts/waiver/county/mod1-matrices.pdf</i></p> <p>Other websites are listed in the resources.</p>	C.O.2		
5	<p>Current research on brain development.</p> <p><i>*Present and discuss brain research including attachment, toxic stress, resilience etc.</i></p>	C.O. 3	<p>Explore this website: https://developingchild.harvard.edu/science/key-concepts/toxic-stress/</p> <p><i>Make sure to explore the links on the side of the page to bring you to important issues around stress such as the ACES. Be prepared to discuss what you discovered.</i></p>	S.O. 3
6				
7	<p>Influences of heredity and environment and how they impact typical and atypical development of the infant and toddler.</p> <p><i>*Examine and discuss the positive and negative, (teratogens) environmental influences on prenatal development. https://courses.lumenlearning.com/boundless-psychology/chapter/prenatal-development/</i></p>	C.O. 4	<p>Reflect on the environmental influences from your own earliest years.</p>	S. O. 4
8				
9	<p>CT. ELDS, developmental domains (Physical Development and Health, Early Language, Creative Arts, Early Mathematics, Early Science, Cognition and Social and Emotional) and its connection to a developmentally appropriate, infant toddler inclusive curriculum.</p>	C.O. 5	<p><i>*Using a sample list such as one provided in the resources organize these behaviors according to the ELDS domains and suggest a DAP experience that would enhance that skill.</i></p>	S.O. 5
10				

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
11	<p>Understanding of objective observation and assessment tools to gather information about a child’s behavior, growth and development.</p> <p><i>*Review the Documentation and Observation for Teaching System (D.O.T.S.) and other observation assessment tools and methods such as anecdotal records, running records, etc.</i></p>	C.O. 6	Using a video of an infant or toddler at play; use objective observation the to describe the child’s behavior.	S.O. 6
12				
13	<p>Healthy, respectful, supportive, inclusive, and challenging birth-three learning environments including responsive caregivers, that promote development of the whole children including children with disabilities, developmental delays, language and or cultural differences.</p> <p><i>* Discuss all aspects of an appropriate infant/toddler environment including the physical space and the characteristics of competent caregivers.</i></p>	C.O. 7	<i>Plan an appropriate infant/toddler environment including the physical space and the characteristics of competent caregivers.</i>	S.O. 7
14	<p>Environments, continued.</p> <p>Display and review student-created environments</p>	C.O.7		
15	<p>Partnerships with parents that support all children’s development including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>Watch the video series: 10 Keys to Culturally Sensitive Childcare: https://www.cdevideos.org/home.aspx?len=en</p>	C.O. 8	<p><i>*Review NAEYC Code of Ethical Conduct on Family relationships.</i></p> <p>Reflect on ways you can support ongoing family engagement.</p>	S.O. 8
16	Finals			

*Key Experience