Catalog Description:
Focuses on care, education, and assessment of children from birth to thirty-six months. Prepares students to utilize, developmentally appropriate evidenced-based practices including responsive caregiving, routines as curriculum, collaborative relationships with culturally, linguistically, and ability diverse children and families, and a focus on the whole child in inclusive settings.

Prerequisite: None

Co-requisite: None

Semester Credits: 3

Course Objectives:
This course will provide opportunities for students to:
1. Describe the development of infants and toddlers with emphasis on the whole child and understanding of individual needs based on culture, language and ability.
   NAEYC Standards 1a, 1b
2. Demonstrate developmentally appropriate, evidenced-based caregiving strategies for infants and toddlers that enhance their optimum growth in all areas of development:
   a. Explain health and safety measures and legal requirements. NAEYC Standard 6b
   b. Describe the role of adults in creating respectful, responsive, collaborative partnerships each child, family and staff. NAEYC Standards 2a, 2b, 2c
   c. Plan appropriate environments including room arrangement, equipment, materials and adaptations for individual needs. NAEYC Standards 1c, 4c, 5c
   d. Identify guidance strategies which nurture self-regulation and a positive sense of self. NAEYC Standard 4c
   e. Explain strategies that support emerging communication skills, curiosity and creativity for each child. NAEYC Standard 5b
3. Utilize informal and formal assessments as the basis for guided learning experiences.
   NAEYC Standards 3b, 3d
4. Use self-reflection as a tool to improve teaching and interactions.
   NAEYC Standards 4d, 6d
5. Apply professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, dispositions of effective teachers including sensitivity to culture, language and ability. NAEYC Standard: 6b.

Suggested Text(s) and Other Instructional Materials:
Current editions of the following:
- Swim & Watson Infants and Toddlers Cengage
- Gonzalez-Mean & Eyer Caregiver’s Companion

ECE 221 – Infant / Toddler Care and Education
Iowa Community College Early Childhood Education Alliance
October 14, 2011
Optional Supplemental Texts and Materials:
Current editions of the following:
- Miller, K. *Simple steps*. Gryphon House.
- West Ed. *PITC* resources. West Ed.
- Relevant state materials such as early learning standards, licensing standards, etc.

Topics of Instruction:
1. Relationships
   - Communication
   - Families
   - Staff
2. Quality
   - Primary care
   - Group size
   - Continuity of care
3. Environment
   - Indoors and outdoors
   - Appropriate materials
   - Accessible
   - Health & safety
4. Curriculum
   - Routines
   - Antibias
   - Adaptations
   - Individualized care
   - Appropriate learning experiences
5. Diversity
   - Influences on caregiving
6. Development
   - Ages and stages
   - Brain development
   - Guidance
   - Temperament
   - Assessment

Methods of Instruction:
A variety of instructional strategies will be used. These may include, but are not limited to: text(s), supplemental handouts, lectures, guest speakers, discussion groups, collaborative assignments, direct experiences and interactions with children, mentoring, projects, research, multimedia, and computer-assisted instruction.
Assignments:
Assignments may include, but are not limited to: written responses to questions from instructor or text, role play, model lessons related to infant/toddler care, field research, child observation and/or case studies, special topics research, essay and/or objective tests.

Methods of Assessment:
Student learning may be measured by class and group participation, daily work, quizzes, exams, presentations, projects, papers, and/or portfolios. Grading policies are determined and outlined by each instructor and are distributed to students at the beginning of each term.

Portfolio Artifacts:
All students will be expected to present artifacts from this course that they deem suitable for a cumulative professional portfolio. The artifacts will serve as evidence of the students’ understanding of the Early Childhood Standards as outlined by NAEYC and INTASC. The artifacts and reflective captions document each student’s knowledge, skills and dispositions as reflected in learning opportunities completed in this course. Students will be given a description/list of required artifacts.
### NAEYC Standards for Professional Preparation of Students at the Associate Degree Level

**Promoting Child Development and Learning**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Knowing and understanding young children’s characteristics and needs</td>
<td>X</td>
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<tr>
<td>1b</td>
<td>Knowing and understanding the multiple influences on development and learning</td>
<td>X</td>
</tr>
<tr>
<td>1c</td>
<td>Using knowledge of development to create healthy, respectful, supportive, and challenging environments</td>
<td>X</td>
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**Building Family and Community Relationships**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Addressed</th>
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</thead>
<tbody>
<tr>
<td>2a</td>
<td>Knowing about and understanding family characteristics</td>
<td>X</td>
</tr>
<tr>
<td>2b</td>
<td>Supporting and empowering families and communities through respectful, reciprocal relationships</td>
<td>X</td>
</tr>
<tr>
<td>2c</td>
<td>Involving families and communities in their children’s development and learning</td>
<td>X</td>
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**Observing, Documenting and Assessing to Support Young Children and Families**

<table>
<thead>
<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3a</td>
<td>Understanding the goals, benefits and uses of assessment</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>Knowing about and using observation, documentation and other appropriate assessment tools</td>
<td>X</td>
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<tr>
<td>3c</td>
<td>Understanding and practicing responsible assessment</td>
<td></td>
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<tr>
<td>3d</td>
<td>Knowing about assessment partnerships with families and other professionals</td>
<td>X</td>
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**Using Developmentally Appropriate Approaches to Connect with Children and Families**

<table>
<thead>
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<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>4a</td>
<td>Understanding positive relationships and supportive interactions as the foundation of their work with children</td>
<td>X</td>
</tr>
<tr>
<td>4b</td>
<td>Knowing and understanding effective strategies and tools for early childhood education; including appropriate uses of technology</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Use a broad repertoire of developmentally appropriate teaching/learning experiences</td>
<td>X</td>
</tr>
<tr>
<td>4d</td>
<td>Reflecting on their own practice to promote positive outcomes for each children</td>
<td>X</td>
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**Using Content Knowledge to Build Meaningful Curriculum**

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<thead>
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<th>Description</th>
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<tbody>
<tr>
<td>5a</td>
<td>Understanding content knowledge in academic disciplines: language and literacy; the arts-music, creative movement, dance, visual arts; mathematics; science; physical activity; healthy and safety and social studies</td>
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</tr>
<tr>
<td>5b</td>
<td>Knowing and using central concepts, inquiry tools, and structures of content areas or academic disciplines</td>
<td>X</td>
</tr>
<tr>
<td>5c</td>
<td>Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful curriculum for each child</td>
<td>X</td>
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**Becoming a Professional**

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<tr>
<th>Standard</th>
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<th>Addressed</th>
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<tbody>
<tr>
<td>6a</td>
<td>Identifying and involving oneself with the early childhood field</td>
<td></td>
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<tr>
<td>6b</td>
<td>Knowing about and upholding ethical standards and other professional guidelines</td>
<td>X</td>
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<tr>
<td>6c</td>
<td>Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, peers and as a professional resource</td>
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<tr>
<td>6d</td>
<td>Integrating knowledgeable, critical and reflective perspectives on early education</td>
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<tr>
<td>6e</td>
<td>Engaging in informed advocacy for children and the profession</td>
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