Bergen Community College
School of Business, Arts and Social Sciences

EDU 130: Infant and Toddler Care and Education

EDU-130-
3 Lectures/3 credits
Prerequisites: None
Meeting Times:
Location: Fully
Instructor:
Office Location:
Phone:
Departmental Secretary: Marguerite MacDonald
Office Hours:
Email Address:

COURSE DESCRIPTION

EDU-130 Infant and Toddler Care and Education [3.00 cr.]

This course focuses on the developmental milestones of children aged 0-3 years old. Coursework includes the presentation of a variety of strategies to promote cognitive, language, physical, and social/emotional development. There is a strong emphasis on working with children and their families in culturally sensitive ways. A special feature of this course is five hours of observation in an infant/toddler classroom setting. Lecture [3.00].

STUDENT LEARNING OUTCOMES

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

1. Examine the developmental milestones of infants and toddlers.
2. Identify strategies to foster the development of children aged 0 through 3 years old, in the following areas: cognitive, language, emotional, social and physical.
3. Reflect on how cultural, linguistic, and socio-economic factors influence learning, health, and development.
4. Evaluate current research on brain development, early life experiences and prenatal factors, which impact early childhood development.
5. Develop professional behaviors for working with diverse populations.
6. Demonstrate improvement in academic writing, technological literacy, research and presentation skills.

COURSE CONTENT

Students will learn content through lecture, videos, hands-on learning activities, class discussions, infant/toddler classroom observations, presentations, group work and role play.

I. Developmental Theories and Best Practices for Infant/Toddler Care
    A.   Creating Developmentally Appropriate Learning Experiences
    B.   Importance of Collecting Resources as an Infant/Toddler Caregiver

II. Developmentally Appropriate Curriculum
    A.   Teaching Through Planned Activities and Unplanned "Happenings"
    B.   Addressing the cognitive, language, social, emotional, physical domains
    C.   Emergent Literacy
    D.   Development of Problem-Solving and Higher Thinking Skills

III. Establishing Positive Relationships with Families
    A.   Importance of Family and Effects on Child Development
    B.   Cultural Backgrounds/Development of Cultural Sensitivity and Awareness
    C.   Families' Roles in the Learning Process

IV.   The Process of Observation
    A.   Observation as a Tool for Instruction and Curriculum Development
    B.   Formal Observation
    C.   Informal Observation

V. The Ideal Infant/Toddler Learning Environment
    A.   Creating an Effective, Developmentally Appropriate Program
    B.   Meeting Special Needs
    C.   The Importance of Attachment and Attunement for Mental Health
    D.   Development of Social and Emotional Health/Mental Health

VI.   Maintaining a Commitment to Best Practices in Early Childhood
    A.   Current Issues in Infant/Toddler Education

SPECIAL FEATURES OF THIS COURSE

Observation in the Field
    In addition to the online coursework, you will be required to log 5 hours of observation in the field, in Infant/Toddler classroom settings. Students who observe and volunteer in the field provide beneficial services and enrich their own learning experiences. Students are required to make their own arrangements or select from a list of instructor-approved settings posted online. For many settings, it will be more appropriate for you to observe and not work directly with the students. Discuss your role with the caregiver/teacher. As an observer, your obligation is to offer your services in whatever capacity will best serve the needs of the students and teachers

with whom you will be working.

Students must keep a record of their hours and submit 2 written evaluations of classroom observations. These assignments are called *Journal Entries 1* **and** *2.*

Also, minimum technology skills required for this course include the ability to use presentation technology such as **Power Point**. It is required that you download **Word Viewer** and **Power Point Viewer** if you do not have **Power Point** on your computer. These programs are free from the college at:

http://www.bergen.edu/faculty-staff/center-for-innovation-in-teaching-and-learning/distance-learning-for-students/get-support/plug-ins

RECOMMENDED RESOURCES TO SUPPORT LEARNING
http://www.pitc.org
http://www.zerotothree.org
www.ncei.org/ie
www.rie.org
www.educarer.org
http://zttcfn.convio.net/site/DocServer/Glossary_of_Terms_11_08.pdf?docID=6721
www.spacesforchildren.com
http://www.planetearthplayscapes.com
http://pitc.edgateway.net/lpt/pitc_docs/magfonghnd.html
http://www.ohiou.edu/childdevcenter/DOCUMENTS/lightbook.pdf

GRADING
1. Essays/Written Assignments   20%
2. Classroom Observation in Infant-Toddler Classroom/Journal Entries   20%
3. Midterm: Curriculum/Materials Presentation   20%
4. Final Project: Community Resource File/Case Study Presentation   20%
5. Participation /Attendance   20%

Grading Policy:

A   90-100
B+ 85-89
B   80-84
C+ 75-79
C   70-74
D   60-69
F   below 60

Grading Policy
The final grade in this course will be determined by a student's overall mastery of the

subject matter as evidenced through written assignments, Discussion Forums, 5 observation hours in the field and Midterm and Final projects.

Late assignments are dropped one letter grade and it is highly recommended that you participate in a timely way and refrain from emailing late assignments in order to maintain your participation grade.

Means of Assessment:
- Students will describe the cognitive, physical, social and emotional development of infants and toddlers via oral presentations, written responses and multi-media formats.
- Students will research and create presentations on current issues and trends that impact the language and cognitive development of infants and toddlers, utilizing instructional technology as visual aids.
- Students will design developmentally appropriate curriculum for children 0-3 years old.
- Students will submit written reports of observations, noting children's developmental levels, methods of instruction and students' specific instructional needs.
- Students will submit written reflections on course topics, demonstrating critical thinking and academic writing skills.
- Students will present a developmentally appropriate activity that integrates the language development, social/emotional development, cognitive and physical skills of young children.
- Students will create a fictional case study, describing his or her cognitive, physical, linguistic and social developmental levels, his or her age, cultural background, socioeconomic background, then research and present a list of relevant community resources to share with their fictional subject's family.
- Students will research and organize age-appropriate finger plays, songs, and chants, creating their own resource.

Attendance Policy:
An objective of this course is to develop professional behaviors and characteristics. Submitting assignments prior to the posted due dates and fully participating during class are reflections of your professionalism as someone who is considering a career in teaching.

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

Plagiarism
Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own.
Examples of plagiarism include instances in which a student:
• knowingly represents the work of others as his/her own
• represents previously completed academic work as current
• submits a paper or other academic work for credit, which includes words, ideas, data or

creative work of others without acknowledging the source
• uses another author's exact words without enclosing them in quotation marks and citing them appropriately
• paraphrases or summarizes another author's words without citing the source appropriately
*Note: An instructor may establish other guidelines regarding academic integrity consistent with the College policy.

Academic Integrity Policy in This Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Statement on Americans with Disabilities Act (ADA)

It is the policy of Bergen Community College to provide equal access to employment and educational programs, benefits and services to any qualified individual, without regard to disability. In compliance with the Americans with Disabilities Act and §504 of the Rehabilitation Act of 1973, the College will make reasonable accommodations, wherever possible, to enable qualified individuals with a disability to fully access the programs, benefits and services offered by the College.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.
1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog for details). The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor's office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

Student and Faculty Support Services

Services for Students with Disabilities

The Office of Specialized Services (OSS) located in the Pitkin Education Center, RM L-115 on the main campus in Paramus, offers a wide variety of academic support services to students with documented disabilities. A student interested in receiving services should provide documentation of their disability to OSS by the suggested semester deadlines; August 1st for fall semesters, December 1st for spring semesters.

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use. The library is located on the second and third floors in the L area of the Pitkin Education Center in Paramus, and on the second floor of the BCC at the Meadowlands building. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (See BCC Catalog for details).

The Library's Web page, http://www.bergen.edu/library, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Pitkin Education Center, Room A-122; (201) 612-5480]
Center for Student Success-Transfer and Career [Pitkin Education Center, Room A-118]
Child Development Center [Ender Hall]
English Language Resource Center [Ender Hall, Room E-156]
Health Services [Pitkin Education Center, HS-100; (201) 447-9257]
Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270]
Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202)
Public Safety [Pitkin Education Center; Room L-154; (201)447-9200

Course Outline (Dates/topics subject to change)

Week 1	Course Syllabus and Student Responsibilities Caregiving in the Classroom Environment
Week 2	Responsive Caregiving as a Foundation for Physical and Mental Health
Week 3	Child Development Theories/Developmental Milestones
Week 4	Motor Development and Cognition
Week 5	The Physical and Social Classroom Environment 2 hours of observation must be logged in an Infant/Toddler Classroom must by this week Journal Entry 1 is due this week
Week 6	Positive Mental Health and Emotional Development Attachment and Attunement
Week 7	Sensory Perception Temperament and Emotions
Week 8	Language Development and the Development of Social/Emotional Health
Week 9	Developing Early Literacy Skills and Emergent Literacy
Week 10	Midterm Project: Presentation of Curriculum and Instructional Materials
Week 11	Curriculum Planning for Infant/Toddler Classrooms Logs of 5 Observation Hours are due this week Birth to Three Learning Standards
Week 12	Working With Diverse Students and Their Families Cultural Sensitivity and Awareness Journal Entry 2 is due this week
Week 13	Early Intervention/Individual Family Service Plans Prenatal and Biological Influences on Infant Development
Week 14	Final Project: Presentation of Case Study/Community Resources
Week 15	Course Reflection