Master Course Syllabus

Course Discipline and Number: ECHD 206   **Year: 2024-2025**

Course Title: Infant/Toddler Environments and Curriculum   **Credit Hours: 4**

I. Course Description: This course focuses on the education and care of infants and toddlers while building a partnership with each child's family through meaningful and respectful communication. This course examines the principles of planning a developmentally appropriate environment for each age group and emphasizes that nurturing a positive identity and appreciation of diversity is essential for children to thrive. The relationship between the infant and toddler learning environment and the curriculum is thoroughly investigated, including the role of teachers in the creation and facilitation of both. Learning through play, relationship building, and observation are put into action in a mandatory 45 - hour field study. Students are expected to complete 22.5 hours in an infant room and 22.5 hours in a toddler room. Prerequisites: ECHD/HUMS 125. 4 Cr. (3 Lec., 3 Lab.) Fall semester.

II. Additional Course Information:

1. This course is designed for students interested in working specifically with infants and toddlers (children ages 0-3) and is a required course in the Early Childhood A.A.S.

2. This course is recommended for Liberal Arts and Sciences: Early Childhood Education A.S. students and transfers to most four year early childhood programs.

3. This course is one of the four courses required for the Early Childhood Assistant Credential.

4. Students complete a mandatory 45 hour Field Study. 22.5 hours are completed in an infant classroom and 22.5 hours are completed in a toddler classroom at the campus childcare center.

5. Students must successfully complete the Field Study and required assignments and documentation to pass the course.

6. Early Childhood Education A.A.S. and Early Childhood Assistant Credential students must earn a C or better.

7. The Field Study cannot be scheduled until the required paperwork is submitted and the instructor recommends student for placement.

8. Required paperwork is posted for instructors and colleagues at the TC3 childcare center in Sharepoint: Early Childhood Placements, including information documents for placement locations and mentor teachers as well as required weekly documentation of hours, self-assessments, and reflection forms. Completed paperwork is shared with the TC3 Childcare Center scheduler in Sharepoint prior to recommending the student for placement hours.

9. Placements can be discontinued if a student does not attend scheduled hours, or follow childcare center policies.

10. Students may request an off-campus site for their field study. The field placement site must be approved by the instructor. The student may need to recommend a site to the instructor for approval. To receive approval a student must have a mentor teacher in an approved classroom that will provide feedback and sign documentation of their hours. Students must provide their own transportation. Students must meet the requirements that are set by any outside agency for clearance to complete their hours.

11. If a student is unable to complete a placement, the instructor should be contacted immediately. Other options may not be available.

III. Student Learning Outcomes

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

1. Identify and describe the components of developmentally appropriate infant and toddler learning environments, including anti-bias education standards for materials, language, and curricula.

	2.	Design, implement, and assess learning opportunities for infants and toddlers, including emergent literacy and mathematizing experiences.
	3.	Formulate verbal and written communication that fosters partnerships with colleagues, caregivers and the families of children, and facilitates the highest level of care and learning for each child in the classroom community.
	4.	Apply the Infant Toddler Environmental Rating Scales (ITERS), to score an infant classroom and a toddler classroom. Document results and recommendations in writing and an oral presentation.
	5.	Observe, record, and interpret the development of infants and/or toddlers in natural settings.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs –N/A

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. **For each ILO chosen, list the SLO to which it aligns.**

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs).   List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Early Childhood A.A.S.**

PLO: Students will design and assess developmentally appropriate practices for children ages 0-8.
    SLO 1: Identify and describe the components of developmentally appropriate infant and toddler learning environments, including anti-bias education standards for materials, language, and curricula.
    SLO 2: Design, implement, and assess learning opportunities for infants and toddlers, including emergent literacy and mathematizing experiences.

PLO: Students will practice professional standards developed by National Association of Education of Young Children.
    SLO 5: Observe, record, and interpret the development of infants and/or toddlers in natural settings.

PLO: Students will communicate effectively taking into consideration audience and purpose
    SLO 3: Formulate verbal and written communication that fosters partnerships with colleagues, caregivers and the families of children, and facilitates the highest level of care and learning for each child in the classroom community.

PLO: Students will locate, evaluate, and apply relevant information.
    SLO 4: Apply the Infant Toddler Environmental Rating Scales (ITERS), to score an infant classroom and a toddler classroom. Document results and recommendations in writing and an oral presentation.

PLO: Students will plan, evaluate, and implement effective anti-bias education practices.
    SLO 2: Design, implement, and assess learning opportunities for infants and toddlers, including emergent literacy and mathematizing experiences.
.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☒ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Course SLO:
SLO 4: Apply the Infant Toddler Environmental Rating Scales (ITERS), to score an infant classroom and a toddler classroom. Document results and recommendations in writing and an oral presentation.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **N/A**
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1.	Developmentally Appropriate Practice for infants and toddlers, including indoor and outdoor environments.
2.	Play as curriculum and the role of the teacher in the creation of experiences and opportunities.
3.	Design and support literacy nurturing experiences based on understanding how teachers can support language acquisition and emergent literacy across all areas of development.
4.	Design STEAM experiences for infants and toddlers.
5.	Ethics and the Early Childhood Educator
6.	Anti-bias Education focus on how teachers support the positive development of identity and an understanding of the diversity within the classroom community, including all children, their families, and the teachers.
7.	Complete an Infant Toddler Environment Rating Scale (ITERS) for the infant and toddler classroom (both) that they are placed in for their Field Study Hours.
8.	Understand the role that the New York State Office of Children and Family Service plays in the oversight of childcare locally and in our state. What resources do they provide for children and families? How do they support childcare in New York State?
9.	What does a Stars quality designation mean for a childcare center? How does this designation compare to the NAEYC accreditation? Research how many child care centers have these designations. Why aren't more centers achieving these designations or accreditations?
10.	Research local resources for children and families. Consider methods for sharing these resources with families and caregivers.
11.	Role of advocacy around quality care and education for all children, particularly infants and toddlers. Consider current events and legislation as appropriate.
12.	Magda Gerber's Educaring philosophy, the Resources for Educarers (RIE) way including how and why to implement it, as well as how to communicate with parents about the methodology.
13.	Examining our own experiences around caregiving and reflect on how these experiences may influence our perspectives in the classroom, with children, and towards their families and caregivers.
14.	Exploration of environmental influences, cultural context, and cultural attitudes related to the development of infants and toddlers.
15.	Identify and explain "both, and" thinking when considering different perspectives around areas of development.

16.	Practice communicating, verbally and in writing, around areas of development that provide opportunities to explore different beliefs around raising children.
17.	Practice appropriate communication with parents that is supportive, inclusive, and builds partnerships around areas specific to the infant and toddler age groups, e.g., newsletters, emails, letters, or scripts.
18.	Create two portfolios based on two children from field study hours that represents each child's development across all areas of development. Write a child study based on the portfolio assessments and practice presenting it as if in a parent teacher conference. One must be for an infant and one for a toddler.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Participation and Attendance	0-10%
2. Assignments, Tests and Quizzes (application based)	25-35%
3. Journals	10-25%
4. Field Study Projects: Observation Portfolios, Infant and Toddler Child Study, Infant ITERS, Toddler ITERS	20-35%
5. Field Study Hours Attendance and Completion, Weekly Documentation with reflection, self-assessments, instructor/mentor observation	20-25%
Some methods are intentionally specific to ensure future teachers have some successful experience with diagnostic assessments and documentation methodologies considered the best practice standard in early childhood.	

VII. Texts – ☒ Required   ☐ Used for more than one course (list courses)

	OER
1. Harms, Thelma, Clifford, Richard M. and Debby Cryer. *Infant/Toddler Environment Rating Scale*.3rd ed., 2017, Teachers College Press.	☐

☒ Recommended

	OER
1. Gonzalez-Mena, Janet. *Diversity in Early Care and Education Honoring Differences (5th Ed)*. McGraw Hill: Boston, MA, 2008. (**Strongly Recommended** for anti-bias discussions related to caring for children)	
2. Solomon, Deborah Carlisle. *Baby Knows Best – Raising a confident and Resourceful Child, the RIE Way*. Little Brown Spark: New York, 2013.	
3. Wittmer, Donna S. and Sterling Honig, Alice*. Day to Day the Relationship Way: Creating Responsive Programs for Infants & Toddlers. National Association for the Education of Young Children: Washington DC, 2020.*	
4. Wright, Wanya S. Cabell, Sonia Q, Duke, Nell K & Souto Manning, Mariana. *Literacy Learning for Infants, Toddlers, and Preschoolers: Key Practices for Educators.* National Association for the Education of Young People: Washington, DC, 2022.	
If different texts are used, they must adhere to NAEYC standards.	

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Barbre, Jean. *Baby Steps to Stem Infant and Toddler Science, Technology, Engineering and Math Activities*. Redleaf Press: St. Paul, MN, 2017.

2. Baumgart, Nichole and Kroll, Linda R. *STEAM Concepts for Infants and Toddlers*. Redleaf Press: St. Paul MN, 2018.

3. Cooper, Patricia. *The Classrooms All Young Children Need: Lessons in Teaching from Vivian Paley.* University of Chicago Press: Chicago IL, 2009.

4. Copple, Carol, Bredekamp, Sue, Koralek, Derry, and Charner, Kathy. *Developmentally Appropriate Practice: Focus on Infants and Toddlers*. National Association for the Education of Young Children, Washington DC, 2013.

5. Edwards, C. et al, eds. *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation. (3rd ed).* Praeger: Santa Barbara, CA, 2012.

6. Feeney, Stephanie and Freeman, Nancy K. *Ethics and the Early Childhood Educator: Using the NAEYC Code Third Edition.* National Association for the Education of Young Children, Washington DC, 2018.

7. Friedman, Susan, Bredekamp, Sue & Masterson, Marie, C. eds. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. 4th edition. National Association for Education of Young Children: Washington, DC: 2021.

8. Gerber, Magda. *Your Self-Confident Baby: How to Encourage your Child's Natural Abilities from the Very Start.* John Wiley & Sons Inc: New York: 1998.

9. Gestwicki, Carol. *Developmentally Appropriate Practice Curriculum and Development in Early Education.* 6th Edition, Cengage Learning; 2017.

10. Goble, Carla B. *Infant-Toddler Social Studies: Activities to Develop a Sense of Self*. Redleaf Press: St. Paul MN, 2018.

11. Gonzales-Mena, Janet and Dianne Widmeyer Eyer. *Infants, Toddlers, and Caregivers*. 11th ed., 2017, McGraw-Hill Education.

12. Nilsen, Barbara. *Week by Week Plans for Documenting Children's Development.* (7th ed). Cengage Learning: Boston MA, 2014.

13. Otto, Beverly. *Literacy Development In Early Childhood: Reflective Teaching for Birth to Age Eight. (*2nd Ed).Waveland Press Inc.: Long Grove Il, 2019.

14. Paley, Vivian. *In Mrs. Tully's Room- A Childcare Portrait*. Harvard University Press: Cambridge MA, 2001

15. Rebelo, Lane. *My First Book of Baby Signs*. Rockridge Press: Emeryville, CA 2021.

16. Rosales, Allen C. *Mathematizing An Emergent Math Curriculum Approach for Young Children*. Redleaf Press: St. Paul, MN, 2015.

17. Solomon, Deborah Carlisle. *Baby Knows Best – Raising a confident and Resourceful Child the RIE Way.* Little Brown Spark: New York, 2013.

18. Wanerman, Todd. *From Handprints to Hypotheses Using the Project Approach with Toddlers and Twos.* Readleaf Press: St. Paul MN, 2013.

19. *Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice. (2nd edition.)* Zero to Three National Center for Infants, Toddlers and Families, Washington DC 2008.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual:

- *Babies: Their Wonderful World, Becoming You.* Directed by Guddi Singh. Broadcast Now, March 14, 2021.
- https://tc3.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=102620&xtid=199072

- *Babies: Their Wonderful World, Becoming Social.* Directed by Guddi Singh. Broadcast Now, March 14, 2021.
- https://tc3.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=102620&xtid=199071

- *Babies: Their Wonderful World, Becoming Independent.* Directed by Guddi Singh. Broadcast Now, March 14, 2021.
- https://tc3.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=102620&xtid=199070

- *The Let Down Episodes 1, 2, 3.* Directed by Trent O'Donnell. Netflix and Giant Dwarf Pty Ltd: Australia, 2016.

- **Electronic:**

- U.S. Department of Education. https://www.ed.gov/
- Infant Toddler Environment Rating Scale (ITERS) Provider webinar (3rd ed.). https://youtu.be/R2hrmGrPtFg
- National Association for the Education of Young Children.   **https://www.naeyc.org/**
- New York State Office of Children and Family Services. https://ocfs.ny.gov/main/
- Resources for Educarers. **https://rie.org/**
- United Nations. Peace Dignity and Equality on a Healthy Planet. https://www.un.org/en/global-issues/children
- Zero to Three: Early Connections Last a Lifetime. https://www.zerotothree.org/resource/supporting-language-and-literacy-skills-from-0-12-months/

Other: No resources specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.