COURSE INFORMATION

COURSE TITLE
ECE111: Infant and Toddler Theory and Practice

COURSE DESCRIPTION
Presents an overview of theories, applications (including observations), and issues pertinent to infant and toddler development in group and/or family settings. Includes state requirements for licensing, health, safety and nutrition. Focuses on birth through age three.

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
There are no prerequisites for this course.

CCCOnline Course Policies
The CCCOnline Course Policies page contains information about the student’s role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

This course is an Open Educational Resources (OER) course. All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

ADDITIONAL SOFTWARE OR HARDWARE REQUIREMENTS

YuJa

Yuja is a video recording tool you may use to create and submit your video. The following links provide instructions on using Yuja.

- [Getting Started with Yuja](#)
- [How to Create and Upload Videos Using YuJa](#)

LIBRARY ACCESS

You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES

The competencies you will demonstrate in this course are as follows:

A. Define the basic concepts of infant/toddler development.
B. Identify child development theories that guide our knowledge and practices.
C. Identify appropriate observation techniques and assessment tools.
D. Explain the significance of health, safety, and nutrition practices pertaining to infants and toddlers.
E. Explain how the many components of the environment promote quality care for infants and toddlers.
F. Utilize Colorado infant and toddler licensing regulations and quality indicators.
G. Identify developmentally and culturally appropriate learning experiences.
H. Identify legal and ethical requirements for referral services in the natural environments and inclusion.
I. Analyze the importance of collaboration with families and professionals.
J. Analyze the importance of the role of responsive adult-child relationships as related to implementing instruction.

NAEYC STANDARDS

This course is aligned with the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards.

The module outcomes that will permit you to demonstrate course competencies are:

MODULE 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe how early experiences influence the developing brain.</td>
<td>A, B</td>
</tr>
<tr>
<td>2 Explain the relationship between early brain development and social and emotional development.</td>
<td>B</td>
</tr>
<tr>
<td>3 Describe the indicators of social and emotional development and their connection to infant/toddler mental health in the first three years.</td>
<td>A, B, C</td>
</tr>
<tr>
<td>4 Identify strategies that promote positive social-emotional experiences in group care settings.</td>
<td>C, I, J</td>
</tr>
</tbody>
</table>
 MODULE 2
Outcomes
1. Examine personal beliefs, values, and assumptions and their influence on partnerships with families.
2. Relate infant/toddler development and learning to family/caregiver partnerships.
3. Identify strategies to build family partnerships.

Competencies
G, H, I
A, H, I, J
C, H, I

 MODULE 3
Outcomes
1. Describe ways that teachers can create environments to nurture relationships in group care environments.
2. Analyze the reasoning behind Colorado’s Infant and toddler licensing regulations and quality indicators.
3. Discuss strategies that prepare the environment for care routines that involve infants and toddlers as active participants, welcome family members, and make the environment accessible.

Competencies
E, G, I, J
A, B, D, E, F, G
B, D, E, I

 MODULE 4
Outcomes
1. Describe the characteristics of language development for infants and toddlers.
2. Describe the connection between nurturing relationships and language development.
3. Identify elements of quality early language and literacy environments, and strategies and practices that effectively support early language learning.
4. Identify strategies to promote and support language and literacy in the context of daily routines.

Competencies
A, B, C, G, H, I, J
A, B, G, I, J
A, B, C, G, I, J
A, E, G, I, J

 MODULE 5
Outcomes
1. Explain how intentional curricular planning supports the development and care of infants and toddlers as active, skilled learners.
2. Apply the curricular planning cycle to routine care practices and interactions with a focus on the environment and materials.
3. Explain the adult role in supporting physical, motor, and cognitive development.
   Examine play as a medium for learning.

Competencies
A, B, C, G, H, I, J
A, B, C, G, H, I, J
G, H, I, J
A, B, C, G, H, I, J

Grading and Evaluation
Methods
Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.
**Grading Policies**

Mark all module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval.

This is not a self-paced course. The expectation of the ECE/EDU program at CCCOnline is that students will meet assignment due dates. Late assignments will not be accepted without prior approval. **Therefore, it is expected that you contact your instructor prior to when the deadline has lapsed.** There may be exceptions due to special circumstances such as medical emergency, military deployment, or in some legal cases. In these rare situations, it is at the instructor’s discretion to accept late work or make modifications to the course schedule.

**Summary of Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (10 @ 20 points each)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Introductions (1 @ 10 points)</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Assignments (10 @ 80 points each)</td>
<td>800</td>
<td>79%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1010</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below
DISCUSSIONS

See the Discussion Guidelines and Rubric located on the Course Rubrics page for discussion evaluation policies. Participation in discussions is a very important part of this class experience and cannot be made up after each week's discussion ends. Discussions are where we discuss the readings and benefit from each class member's contributions and questions. You'll find Discussion Assignments within each module. You will be expected to make a significant initial post, specifically answering the prompt questions. You will also be expected to respond to your classmates' postings. Remember, you will receive points which will count toward your final grade for participating in the Discussions, so of course, not participating will have a negative effect on your final course grade.

Unless otherwise noted, all discussions will occur within a week's time. You will be expected to reply to the initial post in at least one solid paragraph by the due date of the initial post each week, and then to engage in a conversation with your classmates by responding to at least 2 of them. For full credit, you must post to the discussion on at least 3 different days. Our goal is to have some back and forth exchanges that take the conversation further in exploration of the topic. Be sure to respond to any questions your classmates ask you and to consider questions you may want to ask of them.

ASSIGNMENTS

All assignments have the same weight (point value) and importance. All assignments are based on the course resources. You cannot be successful in the assignments unless you read the articles and view the videos assigned in each module. There are very specific instructions for each assignment. Be sure to thoroughly read the instructions. Each assignment has its own rubric that will be used for grading purposes. All rubrics are attached to the respective assignment. Please review each rubric before completing the assignments.

COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, discussions, quizzes, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module Assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.
NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

**MODULE 1**

**Reading/Assignments/Exams**

Discuss: Module 1 Discussion 1: Relationships Count - Getting to Know You
Read/View: Module 1 Exploration, Lesson 1: The Human Brain
Read/View: Module 1 Exploration, Lesson 2: Responsive Care
Discuss: Module 1 Discussion 1: Brain Development and Responsive Care
Do: Module 1 Assignment 1: Developing Trusting Relationships with Infants/Toddlers
Read/View: Module 1 Exploration, Lesson 3: Social and Emotional Development
Discuss: Module 1 Discussion 2: Infant and Toddler Mental Health
Do: Module 1 Assignment 2: Social and Emotional Development Paper

**MODULE 2**

**Reading/Assignments/Exams**

Read/View: Module 2 Exploration, Lesson 1: Culture, Beliefs, and Assumptions
Discuss: Module 2 Discussion 1: Our Reactions and Responses to Children’s Behavior
Do: Module 2 Assignment 1: Personal Values, Beliefs, and Assumptions Reflection
Read/View: Module 2 Exploration, Lesson 2: Creating Family Partnerships
Discuss: Module 2 Discussion 2: Creating Family Partnerships
Read/View: Module 2 Exploration, Lesson 3: The Benefits of Strong Family/Caregiver
Do: The Benefits of Family/Caregiver Partnership

**MODULE 3**

**Reading/Assignments/Exams**

Read/View: Module 3 Exploration, Lesson 1: The Physical Environment: Inside and Outside
Read/View: Module 3 Exploration, Lesson 2: The Emotional Environment
Discuss: Module 3 Discussion 1: High-Quality Infant/Toddler Environments
Read/View: Module 3 Exploration, Lesson 3: Environments
Do: Module 3 Assignment 1: Messages from the Environment Reflection
Read/View: Module 3 Exploration, Lesson 4: State Regulations Effect on Infant Toddler Environments
Discuss: Module 3 Discussion 2: Creating an Environment to Nurture Relationships
Do: Module 3 Assignment 2: Analyzing Infant and Toddler Licensing Regulations
### Module 4

**Reading/Assignments/Exams**

- **Read/View:** Module 4 Exploration, Lesson 1: Characteristics of Language Development in Infants and Toddlers
- **Read/View:** Module 4 Exploration, Lesson 2: Characteristics of Early Literacy Development in Infants and Toddlers
- **Discuss:** Module 4 Discussion 1: Connection between Nurturing Relationships and Language Development
- **Do:** Module 4 Assignment 1: Persuasive Presentation
- **Read/View:** Module 4 Exploration, Lesson 3: The Environment IS the Curriculum
- **Discuss:** Module 4 Discussion 2: Best Practices with Infants and Toddlers from Diverse Language and Cultural Backgrounds
- **Do:** Module 4 Assignment 2: Turning Daily Caregiving Routines into Language and Literacy Learning

### Module 5

**Reading/Assignments/Exams**

- **View:** Module 5 Exploration, Lesson 1: Thinking About Curriculum
- **View:** Module 5 Exploration, Lesson 2: Play in the Infant/Toddler Curriculum
- **Discuss:** Module 5 Discussion 1: Respecting Development
- **Do:** Module 5 Assignment 1: Video Observation of Cognitive, Motor, and Perceptual Development
- **View:** Module 5 Exploration, Lesson 3: Daily Caregiving Activities in the Infant/Toddler Curriculum
- **Discuss:** Module 5 Discussion 2: The Meaning of Teaching Infants and Toddlers
- **Do:** Module 5 Assignment 2: Planning a Responsive, Individualized, Infant/Toddler Curriculum