

New Course Proposal
Submit completed form electronically

- 1. Course prefix and course number:** ECE 360
- 2. Course title:** Infant, Toddlers, and Families Development
- 3. Abbreviated title for class schedule** (30 characters or less): Infant & Toddler Development
- 4. Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

Catalog description:

The first three years of life are a time of amazing growth and development. Based on research in neuroscience, this course explores the importance of early relationships and how they promote healthy brain development. Students will gain in-depth appreciation and understanding this unique stage of life and a vision for high quality care and early education. Emphasis will be placed on child observations, analysis and reflection as important components in the application of teaching practices in developmentally appropriate early childhood programs. Current understandings of infant/toddler mental health will be used to support students understanding of infant-parent/caregiver attachment and the effects of trauma and stress in infancy.

- 5. Prerequisites** (to add each additional prerequisite, start a new line): None
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or
B. (course prefix, (space) and number)	or	or	or
C. (course prefix, (space) and number)	or	or	or

- 6. Co-requisites** (including labs, if any): None

A. (course prefix, (space) and number)	or	or	or
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- 7. Major/Class restrictions:** Please indicate any class or major restrictions: Junior status or above.

- 8. Is course repeatable?** No **If Yes, list maximum credits:**

- 9. Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
No Lab

- 10. Fees:** List any course fees: None

- 11. Grade Mode:** Graded Only

12. CIP Code: Six-digit CIP code (check with your Division Director):

13. Special qualifications; Is course proposed for (yes/no):

A. **University Studies?** No **If yes, list Strand(s)** NA

B. **Honors?** No

15. Cross-listing: List any cross-listing: None and and and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course?

This course is designed for Early Childhood Development (ECD) students to develop a strong understanding of the first three years of life as a time of amazing growth and development. This course strives to build awareness infancy as a unique and critical stage of life. What happens in infancy sets the foundation for all future learning. Students will learn to implement relationship-based practices that support the healthy development and learning in children birth to 36 months of age. They will acquire an understanding of early parenting practices and identify ways to support families in the importance of intentional infant/parent interactions.

B. Alignment:

1. How does this course align with the unit's mission plan?

This course offers ECD students a foundation in child development that begins in the first three years of life and sets the stage for student's deeper understanding of all later stages of human development. A large and growing body of research has demonstrated the critical importance of the earliest stages of child development. Understanding the role that parents and early childhood teachers play in promoting the healthy social-emotional development are critical points of view for early childhood educators. Providing students with the most recent, research-based approaches to early education provides an example of the way this course and the ECD program prepares teachers for educational challenges of a changing and increasingly diverse society.

2. How does the course fit into the rest of the unit's curriculum?

This course provides an opportunity for students in the ECD program to develop their professional roles as providers of research-based high-quality care and education for infants, toddlers and parents. They will gain insights into the importance of the role of teachers on the healthy social and emotional development of young children and they will practice the skills, knowledge and ways of being with young children that best support development. There will be opportunities for students to acquire the dispositions early childhood teachers need to be healthy role models for young children. Developing these dispositions requires students to use a

cycle of reflection to understand their behavior and to look in-depth at the behavior of young children, to be open to diverse views of others and to be self-aware. These opportunities will provide students with experiences designed to connect this course to curricula covered in subsequent ECD program and other education courses in alignment with Southern Oregon University's Strategic Directives.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?

Year 1: 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. Faculty:

- a. Who will teach the course?** Susan Hamilton
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor
- c. If additional faculty members are needed, how will that need be met?**
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

2. Facilities:

Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Moodle and online support from IT Helpdesk and Moodle support team as needed.

3. Other:

- a. Are Hannon Library resources sufficient to meet the needs of this course?** Yes
- b. Are any other resources needed to support this course?** Active student accounts and Moodle access.

If so, please explain how they will be obtained. Students will need internet access to support the needs of this course.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? No impacts are anticipated.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

**Southern Oregon University
School of Education
Early Childhood Development Program**

**Infants and Toddlers and Families:
A Relationship-Based Approach to Development & Learning
ECE 360: CRN XXXX
Term/Year**

Instructor	Susan Hamilton
Contact Information	541-899-1758, Cell 541-941-9726
E-Mail	hamiltos@sou.edu
Office Hours	Will be determined
	Phone conferences by appointment, e-mail
Credits	4 Credits
Class Meetings	Online conference calls as needed, and Zoom Meetings

Course Description

The first three years of life are a time of amazing growth and development. Based on research in neuroscience, this course explores the importance of early relationships and how they promote healthy brain development. Students will gain in-depth appreciation and understanding of this unique stage of life and a vision for high quality care and early education. Emphasis will be placed on child observations, analysis, and reflection as important components in the application of teaching practices in developmentally appropriate early childhood programs. Current understandings of infant/toddler mental health will be used to support students' understanding of infant-parent/caregiver attachment and the effects of trauma and stress in infancy.

NAEYC Standards for Early Childhood Professionals Preparation Programs

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

SOU Early Childhood Development Program Outcomes for Becoming a Professional

1. Communicate effectively in writing, speech, and technology.
2. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
3. Engage in the community through service projects and fieldwork in early childhood schools and other community settings.
4. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

Relation to Undergraduate Conceptual Framework and Program Goals

In ECD 360, Infants, Toddlers and Families Early Childhood Development students will gain the skills, knowledge, and dispositions needed to work effectively with infants, toddlers, and families. This course provides a foundation in child development that influences students' understandings in both infant and toddler development and understandings of later stages of child development.

Course Expectations

In ECD 360, Infants, Toddlers & Families, students will be expected to demonstrate their knowledge of development in the first three years of life. They will participate in the cycle of observation of young children, interpretation, and planning of developmentally appropriate experiences. Students will be asked to examine and develop their ability to implement a relationship-based approach when working with infants, toddlers and their families.

Course Outcomes

After fully participating in this on-line course, students will be able to:

- Demonstrate awareness of developmental theories and research as they apply to children from prenatal to three years of age
- Apply knowledge of child development and developmentally appropriate practices to their work with children birth to 36 months of age
- Demonstrate awareness of prenatal development and the significance of early parenting
- Use knowledge of infant mental health principles in their relationships and work with infants, toddlers and families
- Explain the significance of nurturing adult/child relationships and the effects of trauma and abuse on early development
- Demonstrate awareness of the teaching dispositions that support early relationships with infants, toddlers and families
- Demonstrate awareness of the influence of family, culture, and community on children's development
- Use a cycle of planning that includes observation, reflection, planning, and action to identify meaningful and engaging experiences for young children

- Plan ways to include infants and toddlers with disabilities in child care and learning programs
- Identify a vision for high quality infant toddler teaching and caregiving
- Use reflective practice as a tool for self-awareness and teaching

Required Course Materials

Wittmer, D. and Petersen S. (2018). *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach*. NY: Pearson.

Attendance Policy

This is an online course using SOU Moodle as a platform for weekly class attendance, participation, and discussion. Students are expected fully participate in course activities. All course activities and assignments are to be turned in on time, however the instructor understands life events sometimes arise. Contact the instructor if your work will be late. Late work may result in a deduction of points. I encourage students to contact me if you do not understand an assignment or are experiencing technical difficulties.

Assignments & Expectations

Assignments are designed to support student's full understanding of the concepts covered in this course. You will be using a variety of resources, the textbook, articles, credible internet sites, videos, participation and interaction in discussion forums, self-reflection, and first-hand experiences observing young children. Complete instructions for all assignments, due dates, rubrics', and opportunities to ask questions will be available in the Assignment Page on the Moodle Course. Students will receive instructor feedback on assignments.

1. Weekly Study Guide/Assignments (40%) Due on Sunday of following week.
Weekly study guides serve as a map to the course activities and assignments. They contain learning objectives, teaching notes, links to videos, readings, resources and information on all assignments. Weekly assignments include reading the text and articles, viewing videos and PowerPoint presentations, and *fully preparing for and participating in discussion forums*. Zoom meetings will be available at different times through-out the course.

2. Mini-Research Project (10%)

The goal of this assignment is to support the disposition of inquiry-based learning and student's knowledge of developmental theories and research. Each student will identify one developmental theory or one area of brain development research and its role in the early years. Students will research the topic, discuss implications for practice, and prepare a written presentation with reflection questions for other students.

3. Three Child Observations & Infant Toddler Program Observation (40%)

The goal of this assignment is to provide students with first-hand experience observing, reflecting, interpreting, and assessing the development and of behavior of young children. Students will document the child's behavior with a series of anecdotal notes, reflect,

discuss and interpret the observation, and identify one experience that supports this child's developmental level. Students will be expected to apply their knowledge of DAP developmental, theories and brain research implications to their interpretations. There will be one practice observation. Observation of a young infant (0 to 9 months) video tape provided by the instructor

- Observation of a mobile baby (8 to 18 months) video tape provided by the instructor
- Observation of a toddler (16 to 36 months of age)
This observation will be completed at an early childhood program serving toddlers. For this observation, students will identify a high-quality program serving toddlers and make arrangements for an observation visit. Try to schedule your visit when children are not napping or eating. Review the guidelines for observers in early childhood programs. The observation needs to be of a toddler (16 to 36 months of age) at play with limited adult interaction. The observation will take approximately two hours. Students will use the information gathered in observations to reflect on the child's behavior, document and assess the child's development and plan a developmentally appropriate experience for the child observed.

Infant/Toddler Program Observation & Interview

Students will observe an infant/ toddler program with the purpose of identifying developmentally appropriate practices. Full instructions for this assignment and the guidelines for observers in early childhood programs are located in the observation assignment link on the Moodle course. Plan for approximately two to three hours for this assignment. This can be done at the same time as the toddler observation.

4. Two Student Self-Assessments – (10%)

Course Outline

Sessions	Topics, Activities & Assignments
Week 1	<p>Topics: Course & Student Introductions, The Importance of Infant and Toddler Years, Becoming Parents & Program Practices That Support Families</p> <p>Read:</p> <ul style="list-style-type: none"> • The Course Syllabus & Assignment Information • Text: Chapter 1 <p>Participate in the Introduction Discussion</p> <p>Questions & Answers - Optional Zoom Meeting with the Instructor</p>
Week 2	<p>Topics: Infants, Toddlers, and Their Families & Using and Understanding Theories</p> <p>Read:</p> <ul style="list-style-type: none"> • Text: Chapters 2 and 3 • Articles to be Assigned <p>Participate in Week 2 Discussion, Elevator Talk! – Why the Infant and Toddler Years are Important</p> <p>Student Self-Assessment - Due Week 2</p>

Week 3	<p>Topics: The Power of Observation: Learning About Infants and Toddlers & Genetics and Prenatal Development</p> <p>Read:</p> <ul style="list-style-type: none"> • Text, Chapters 4 and 5 • Article to be Assigned <p>Participate: Practice Observation of a Newborn (video) & Small Group</p> <p>View: Prenatal Development Video</p> <p>Discussion of Observations of a newborn child</p> <p>Mini-Research Project – Due Week 5</p>
Week 4	<p>Topic: Emotional Learning & Development and Social Learning and Development with Peers</p> <p>Read:</p> <ul style="list-style-type: none"> • Text Chapters 6 and 7 • Articles to be Assigned <p>View: <i>Early Childhood Mental Health</i> – Harvard Center for the Developing Child</p> <p>Participate: (Assignment) Observation of a Young Infant (video) and Small Group Discussion of Observations</p> <p>Begin planning your observations of a toddler program visit and toddler observation.</p>
Week 5	<p>Topics: Cognitive Learning and Development & Language Learning and Development</p> <p>Read:</p> <ul style="list-style-type: none"> • Text Chapters 8 and 9 • Articles to be Assigned <p>View:</p> <ul style="list-style-type: none"> • Patricia Kuhl: The Linguistic Genius of Babies/Ted Talk • Babies and Toddlers: Amazing Learners – Video 1 <p>Participate in Mini-Research Presentations & Discussion</p>
Week 6	<p>Topics: Motor Learning and Development</p> <p>Read:</p> <ul style="list-style-type: none"> • Text Chapter 10 • Assigned Articles <p>Participate: (Assignment) Observation of a Mobile Baby (video) and Small Group Discussion of Observations</p>
Week 7	<p>Topics: Responsive Programs: Quality, Health, Safety, and Nutrition & Creating a Relationship-Based Curriculum</p> <p>Read:</p> <ul style="list-style-type: none"> • Text Chapters 11 and 12 • Assigned Articles <p>View: High Quality Infant-Toddler Care Impacts Our Nation's Success</p> <p>Participate: Discussion on Quality Programs for Infants and Toddlers</p>
Week 8	<p>Topics: Routines, Environments, and Opportunities: Day to Day the Relationship Way & Respect, Reflect and Relate: The 3R Approach to Guidance</p> <p>Read:</p> <ul style="list-style-type: none"> • Chapters 13 and 14

	<ul style="list-style-type: none"> Assigned Articles View: Babies and Toddlers: Amazing Learners – Video 2 Toddler Observation Assignments Due
Week 9	Topics: Including Infants and Toddlers with Disabilities in Child Care & Learning Programs and Family Partnerships Read: <ul style="list-style-type: none"> Text Chapter 15 Assigned Articles Participate in Small Group Discussion of Toddler Observations
Week 10	Topics: The Infant-Toddler Professional, Final Thoughts! Read: <ul style="list-style-type: none"> Text Chapter 16 Assigned Articles Visit the following websites – Zero to Three, The National Association for the Education of Young Children, NAEYC View: Finley’s Parent Conference Student Self-Assessment Due

Grading Policy

Criteria for Evaluating Achievement

Class attendance in the form of participation in weekly study guide assignments including five discussion forums and Zoom meetings (10x4)	40 points
Mini Research Paper	10
Three Child Observations with Reflective Analysis (10+10+10)	30
One Early Childhood Program Observation with Reflection	10
Two Student Self-Assessments (5+5)	10

Grade Scale:

A: 96-100 A-: 90-95 B+: 87-89 B: 84-86 B-: 80-83
C+: 77-79 C: 74-76 C-: 70-73 D+: 67-69 D: 64-66 D-: 60-63 F: <60

Disclaimer

This schedule may be amended from time to time depending on the pace of the class. If there are any changes, the instructor will communicate to all students in advance as soon as possible.

Course References

Copple, C., Bredekamp, S. Koralek, D., Charner, K. (editors) (2013). *Developmentally Appropriate Practice: Focus in Infants and Toddlers*. Washington, DC: NAEYC

Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice. (2018). Zero to Three. Retrieved from <https://www.zerotothree.org/resources/77-how-to-care-for-infants-and-toddlers-in-groups>.

Champagne, M. (2012). *Understanding Early Childhood Mental Health: A Practical Guide for Professionals*. Baltimore, Maryland: Paul H. Brooks Publishing Co.

NAEYC. 2018. *Caring for and About Infants and Toddlers*. Young Children, Volume 73 (July 2018)

Farrell-Erickson, M., Kruz-Riemer, K. (1999). *Infants, Toddlers, And Families: A Framework for Support and Intervention*. NY: The Guilford Press

Syllabus Statement

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure, please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources,

make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.