

Lock Haven University of Pennsylvania
Lock Haven, Pennsylvania

Department of Special Education and Early Childhood Education

Creating Healthy Environments for Infants and Toddlers

I. Introductory Information

- (A) **Department Name:** Special Education and Early Childhood Education
- (B) **Department Catalogue Number:** ECED 3--
- (C) **Course Title:** Creating Healthy Environments for Infants and Toddlers
- (D) **Semester Hours of Credit:** 3
- (E) **Clock Hours Per Week:** 3
- (F) **Overlays** none
- (G) **Restrictions Upon Student Registration:** Successful completion of freshman and sophomore level professional and early childhood, elementary, and/or special education required course work. Others accepted by permission from the professor.

II. Description of the Course

A. Catalogue Description

Designed to examine the content and methods of environments for infant and toddlers in caring, educational, academic and family/home and play settings.

B. Comprehensive Description

This course is designed to meet standards for the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Association for the Education of Young Children (NAEYC), and the Pennsylvania Department of Education (PDE).

III. Exposition

A. Objectives:

Upon successful completion of this course the student will be able to do the following:

1. Articulate the principles of appropriate caregiving for infants and toddlers. (INTASC 2, 3, 4, 6; NAEYC 4; PDE IC, IIA, IIB)
2. Explain what it means to educate infants and toddlers and how to construct appropriate

curriculum for them. (INTASC 2, 3, 4, 6; NAEYC 1, 2, 4; PDE IC, IIA, IIB)

3. Articulate key aspects of the development of infants and toddlers across major domains (physical/motor, social-emotional, cognitive/language). (NAEYC 1; PDE IB)
4. Identify ways to provide for the nutrition, safety, health, and physical activity of infants and toddlers. (NAEYC 1, 4; PDE IIA, IIB)
5. Identify ways to construct a supportive social environment for infants and toddlers. (NAEYC 1, 4; PDE IIA, IIB)
6. Explore ways to foster supportive caregiver-parent relationships and include parents in the infant and toddler program. (NAEYC 2, 4; INTASC 10)

B. Activities and Requirements:

1. Complete written exams based on assigned readings and lecture materials.
2. Design a setting and activities for an infant and toddler program.
3. Assess an infant and/or toddler setting.
4. Design appropriate ways for an infant/toddler program to communicate with parents.

C. Major Units and Time Allotted:

1. Principles of appropriate caregiving for infants and toddlers. [6 hrs]
2. How infant and toddler learning is reflected in curriculum design. [9 hrs]
3. Development of infants and toddlers across major domains (social-emotional, physical and motor, cognitive and language) [9 hrs]
4. Providing nutrition, safety, health and physical activity for infants and toddlers. [9 hrs]
5. An environment for infants and toddlers that supports social and emotional development. [6 hrs]
6. Fostering supportive parent-caregiver relationships in infant and toddler programs. [6 hrs]

D. Materials and Bibliography:

1. Suggested textbooks:

Gonzalez-Mena, J., & Eyer, D.W. (2004). *Infants, toddlers, and caregivers. A curriculum of respectful, responsive care and education*. Boston, MA: McGraw Hill.

2. Other Materials:

none

3. Bibliographic support:

- Baker, A. C., & Manfredi/Petitt, L. A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, DC: National Association for the Education of Young Children.
- Bee, H.L. (1995). *The growing child*. New York: Harper-Collins, College Publications.
- Butterfield, P. M., Martin, C. A., & Prairie, A. P. (2004). *Emotional connections: How relationships guide early learning*. Washington, DC: Zero to Three Press.
- Caulfield, R. A. (2001). *Infants and toddlers*. Upper Saddle River, NJ: Prentice Hall.
- Couchenour, D., & Chrisman, K. (2004). *Families, schools, and communities: Together for young children*, (2nd edition). Clifton Park, NY: Thomson Delmar Learning.
- Cryer, D. & Harms, T. (Eds.) (2000). *Infants and toddlers in out-of-home care*. Baltimore, MD: Brookes.
- Cryer, D., Harms, T., & Riley, C. (2004). *All about the ITERS-R*. Lewisville, NC: Pact House Publishing.
- Douville-Watson, L., Watson, M. A., & Wilson, L. C. (2003). *Infants and toddlers: Curriculum and teaching* (5th edition). Clifton Park, NY: Delmar Learning.
- Greenman, J. & Stonehouse, A. (1996) *Prime times: A handbook for excellence in infant and toddler programs*. St. Paul, MN: Redleaf Press.
- Hardman, M.L., Drew, C.J., Egan, M.W., & Wolf, B. (1993). *Human exceptionality, society, and family* (4th ed.). Boston, MA: Allyn and Bacon.
- Harmin, M. (1994). *Inspiring active learning: A handbook for teachers*. New York: Longman Press.
- Harms, T., Cryer, D. & Clifford, R. M. (2003). *Infant/toddler environment rating scale*, (revised edition). New York: Teachers College Press.
- Kopp, C. B. (2003). *Baby steps: A guide to your child's social, physical, and emotional development in the first two years* (2nd edition). New York: Henry Hold and Company.
- Kostelnik, M.J., Soderman, A.K., & Whiren, A.P. (1993). *Developmentally appropriate programs in early childhood education*. New York, NY: Macmillan.
- NICHD Early Child Care Research Network. (Eds.) (2005). *Child care and child development: Results from the NICHD study of early child care and youth development*. New York: Guilford.
- Noonan, M., & McCormick. (1993). *Early intervention in natural environments: Methods and procedures*. Pacific Grove, CA: Brookes/Cole Publishing.

Smith, J. R., Brooks-Gunn, J., & Klebanov, P. K. (1997). *Consequences of living in poverty for young children's cognitive and verbal ability and early school achievement*. In G. J. Duncan & J. Brooks-Gunn (Eds), *Consequences of growing up poor*, 132-189. New York: Russell Sage Foundation.

Snow, C. W., & McGaha, C. G. (2003). *Infant development* (3rd edition). Upper Saddle River, NJ: Prentice Hall.

Wittmer, D. S. & Petersen, S. H. (2006). *Infant and toddler development and responsive program planning. A relationship-based approach*. Upper Saddle River, NJ: Prentice Hall.

York, S. (2005). *Roots & wings: Affirming culture in early childhood programs*, (revised edition). St. Paul, MN: Redleaf Press.

IV. Standards

Grades will be awarded in a manner consistent with University policy, and will be based upon student demonstration of a mastery of the course material through such means as exams, weekly assignments, major projects, and field placements.

V. Rationale and Impact

- A. The content of this course is requisite to meet accreditation standards for PDE (Pennsylvania Department of Education) and NCATE (National Council for Accreditation of Teacher Education). It is a revision of ECED 435 to make it a 300 level class.
- B. This course is required of Early Childhood Education majors.
- C. This course will have no effect on other academic programs or departments.

VI. Cost and Staff Analysis

- A. There will be no additional cost or staff required. This is not a new course.
- B. This course will be offered every semester.

VII. Date approved by University president:

Signature of the President

Date