CHFD212

Course Summary

Course : CHFD212 **Title :** Infant and Toddler Programs
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines the fundamentals of infant and toddler development, including planning and implementing programs in group care. It emphasizes meeting physical, social, emotional, and cognitive needs; scheduling, preparing age-appropriate activities, health and safety policies, record keeping, and reporting to parents.

Course Scope:

This course provides prospective early childhood teachers and other care providers with the knowledge and skills necessary to develop programming for and facilitate the positive development of infants and toddlers in group-care settings.

Objectives

During completion of this course, students will:

1. Examine the major theoretical, historical, and conceptual ideas that underpin the discipline of psychology as related to infant and toddler programming.

2. Compare and contrast the historical perspectives of infant and toddler care with current perspectives.

3. Identify physical, social, emotional, and intellectual milestones of infants and toddlers from birth to thirty-six months.

4. Identify characteristics of quality infant and toddler care settings and staff.

5. Explore legal and licensing issues related to infant and toddler care.

6. Demonstrate knowledge of skills necessary for effective communication with parents and staff.

7. Demonstrate knowledge and skills needed for planning appropriate infant and toddler care environments and educational programming for parents.

8. Demonstrate sensitivity to diversity in families and family needs.

Outline

Week 1:

Topics

This week provides an introductory encounter with terminology and philosophy applied in the study of infant and toddler development and program management. This will allow for the early formation of definitions, historical contexts and understandings of some of the academic and professional communities' attempts to explain the development of and programming typically offered to very young children.

Weekly Learning Objective(s)

- To develop an overview and identify the requirements of the course.
- To identify the various historical perspectives on infant and toddler care.
- To examine the positive and negative impacts of the major theories on society's understanding of very young children.

Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Forum 1

Week 2:

Topics

This week will focus on developmental patterns observed in infants and toddlers.

Weekly Learning Objective(s)

- To compare the impact of nature and nurture on the developing child.
- To identify developmental milestones in infant and toddler development.

Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Forum 2

Week 3:

Topics

This week will focus on quality settings for care of infants and toddlers and characteristics of quality caregivers for infants and toddlers

Weekly Learning Objective(s)

- **To analyze components of quality infant/toddler care giving.**
- To identify characteristics of quality programs for infants and toddlers.
- To identify social and cultural influences which impact infant/toddler care.
- To explain principles of quality care giving.
- To explain appropriate teacher roles and responsibilities for caregivers of children under three.
- To describe daily routines used in infant/toddler classrooms and their importance in meeting children's needs.
- To identify the unique health and safety needs of infants and toddlers.
- To identify and be able to develop appropriate schedules for infants and toddlers.
- To discuss ways to include infants and toddlers with special needs into a quality program.
- To choose and/or make developmentally appropriate materials for use in infant/toddler classrooms.
- To plan and implement developmentally appropriate learning activities for infants/toddlers, including those with special needs.

Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Forum 3

Week 4:

Topics

This week will focus on licensing requirements for infant and toddler care and on parent and staff communications.

Weekly Learning Objective(s)

- To explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families.
- To identify skills necessary for effective parent and staff communications.
- To explore key state regulations governing infant and toddler care programs.

Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Forum 4

Submit Assignment 1 : Daycare Business Plan

Instructions and Grading Rubric located under Assignment section of the classroom

Week 5:

Topics

Week 5 will focus on characteristics of the child from birth to twelve months of age.

Week 6 will focus on characteristics of the child from twelve to twenty-four months of age.

Week 7 will focus on characteristics of the child from twenty-four to thirty-six months of age.

Weekly Learning Objective(s)

·To describe principles of development.

·To describe physical, fine and gross motor and perceptual development.

·To describe cognitive development.

·To describe social development.

·To describe emotional development, including self-concept and self-esteem.

·To describe receptive and expressive language development.

·To describe literacy development.

·To define "at-risk" as it applies to infants and toddlers.

To identify community resources available for early intervention.

Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Forum 5

Week 6:

Topics

Week 5 will focus on characteristics of the child from birth to twelve months of age.

Week 6 will focus on characteristics of the child from twelve to twenty-four months of age.

Week 7 will focus on characteristics of the child from twenty-four to thirty-six months of age.

Weekly Learning Objective(s)

·To describe principles of development.

·To describe physical, fine and gross motor and perceptual development.

·To describe cognitive development.

·To describe social development.

·To describe emotional development, including self-concept and self-esteem.

·To describe receptive and expressive language development.

·To describe literacy development.

·To define "at-risk" as it applies to infants and toddlers.

To identify community resources available for early intervention.

Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Forum 6

Submit Assignment 2: Infant and Toddler _Parent_ Awareness Workshop
Instructions and Grading Rubric located under Assignment section of the classroom

Week 7:

Topics

Week 5 will focus on characteristics of the child from birth to twelve months of age.

Week 6 will focus on characteristics of the child from twelve to twenty-four months of age.

Week 7 will focus on characteristics of the child from twenty-four to thirty-six months of age.

Weekly Learning Objective(s)

·To describe principles of development.

·To describe physical, fine and gross motor and perceptual development.

·To describe cognitive development.

·To describe social development.

·To describe emotional development, including self-concept and self-esteem.

·To describe receptive and expressive language development.

·To describe literacy development.

·To define "at-risk" as it applies to infants and toddlers.

To identify community resources available for early intervention.

Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Forum 7

Week 8:

Topics

This week will provide an overview of all topics covered and extend some topics in more detail.

Weekly Learning Objective(s)
Readings

Required readings for the week can be found in the Lesson section of the classroom under Course Materials or under the Required Readings section of the weekly Lesson.

Assignment

Submit Assignment 3: Infant and Toddler Disorders Scholarly Article Review (*Instructions located under Assignments*)

Forum 8

Evaluation

Submission of Assignments - Although distance learning provides you with a flexible schedule to meet your professional, personal and academic responsibilities, you are expected to follow the course syllabus carefully and submit assignments on time. If you know you are going to be unavoidably late, you may avoid a penalty to your grade by e-mailing me in advance of your circumstances and provide me with your planned completion date. However, extensions should be the exception and not the rule.

Readings and Written Assignments - Throughout the course, you will have assignments that require reading and synthesis of and response to course content. Collaboration on coursework, unless so assigned by your instructor, is not allowed. Plagiarism is a violation of the APUS policy on academic integrity. Guides for APA formatting, correct source crediting, and how to avoid plagiarism are provided in the Student Services section of the Library.

Turnitin.com is a plagiarism prevention program that is used by APUS. Your assignment will be run through Turnitin upon submission. The Originality Report which will be generated will show just how original your paper is. With the exception of direct quotes, which should be used VERY sparingly—no more than one or two brief sentences—your paper must be paraphrased in your own words (you must always include in the paper body source citations for paraphrases, though). A full citation must appear in the Reference section.

Forum Assignments – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Forums" link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

Assignment 1: Daycare Center Business Plan – This assignment which is due in Week 4 should be started early in the course. This assignment gives you the opportunity to research the requirements of owning an operating a Daycare Center and to create a business plan for a Daycare center that you may one day like to operate. Full instructions and guidelines for this assignment can be found in the Assignment section of the classroom.

Assignment 2: Infant and Toddler Parent Awareness Workshop – Notice that the word "PARENT" is in caps in this assignment title, to highlight that the audience of the workshop is PARENTS, not children. For this assignment which is due in Week 6, you are to envision a hypothetical 2-day, hands-on, interactive educational workshop for parents of infants and toddlers. If you were in charge of designing the workshop, what activities and materials would you include in order to provide parent participants with hands-on, interactive opportunities to expand their knowledge of the needs of very young children, improve their parenting skills and help them be active players in their child's development? Instruction and guidelines for this assignment can be found in the Assignment section of the classroom. Please review and begin this assignment early in the course as it will take some time and research.

Assignment 3: Infant and Toddler Disorder Scholarly Article Review - Details for this assignment, due in Week 8, are located in the Assignment section of the classroom. Read the instructions carefully, as this is not a traditional style essay assignment but a review of research. For this assignment you will review a scholarly article from the APUS online library about a specific infant and toddler disorder (for example, Infantile Autism, Tay-Sachs Disease, Sickle Cell Anemia, Cerebral Palsy, Mental Retardation) of your choice. Students are encouraged to select a diagnosis or disorder they may come in contact with in future professions. This paper must be a review of a scholarly publication and not popular media.

Grading:

Name	Grade %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval may not be graded. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Forum Assignments – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Forums" link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into

needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor*.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

University Policies

Student Handbook

- Drop/Withdrawal policy

- Extension Requests

- Academic Probation

- Appeals

- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.