



# Castleton University

## Early Childhood Educators Institute

### Summer 2021 Course Syllabus

The course objectives, expected outcomes, assignments, and readings for this course were aligned with Vermont child care program licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV and the endorsement standards for early childhood overseen by the Vermont Agency of Education. Specifically, this course was framed using the Vermont Core Knowledge and Competencies for Early Childhood Professionals, the Vermont Early Learning Standards, the Vermont Guiding Principles for the Full Participation of Each and Every Child, and/or the Vermont Core Teaching Standards. This syllabus was vetted for licensure and credential alignment by both the Agency of Education's Early Education Programs Manager and the Director of Northern Lights at CCV. Detailed information regarding that alignment is available upon request from the Castleton Center for Schools.

**Course Title:** Infants and Toddlers: Learning through Relationships

**Number of Credits:** 3 graduate or undergraduate credits

**Level:** Graduate & Undergraduate

Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

**Course Code:** EDU 5515 C04 (graduate) & EDU 4710 CFS5 (undergraduate)

**Dates:** July 20 – November 1, 2021.

This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

**Times:** July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

**Format:** Online asynchronously and synchronously using Zoom videoconferencing.

**Location:** Online

**Instructor:** Laura Butler, MS, [lbutler@springfieldcollege.edu](mailto:lbutler@springfieldcollege.edu), 802-893-7501

**Course Cost to Student:** \$375 for this 3-credit course. The institute fee is \$200. Total: \$575

**REQUIRED TEXT(S):**

American Psychological Association. (2010). *Publication manual*. (6th ed.). Washington, DC: Author. [ISBN 978-1-4338-0561-5]

**OTHER RESOURCES:**

Vermont Early Learning Standards

Vermont Child Care Regulations

Handouts (will be given during class)

2 Persona children will be incorporated into the class (discussed at first class)

NAEYC Code of Ethics

**COURSE DESCRIPTION:**

This course provides an overview of the development and education of infants and toddlers, and will emphasize relationships as the basis for learning and growth during this critical stage. The course will emphasize the important role of families and communities in infant and toddler development. The course will emphasize the diverse social contexts in which early care and education for infants and toddlers exists. Additionally, the course will explore the socioeconomic and political issues and challenges that families and caregivers face related to quality, accessibility to, and affordability of high-quality care and education programming for infants and toddlers.

**COURSE OUTCOMES:**

After successfully completing this course, students will be able to:

1. Recall and explain the central characteristics of infant and toddler development
2. Define the terminology used within the field of infant and toddler education
3. Explain how theories of development influence curriculum and teaching for infants and toddlers whether developing both typically and atypically.
4. Recall and explain the primary human development theories, and name the theorists who contribute to the understanding that relationships are central to development for infants and toddlers (Ainsworth, Bowlby, Bronfenbrenner, Bowlby, Dewey, Erikson, Vogotsky)
5. Describe the role of family and community in infant and toddler development, and the value of offering a multicultural program for infants and toddlers that supports children's cultural life.
6. Describe the ways in which various daily routines and experiences can be ideal opportunities for learning and growth for infants and toddlers.
7. Depict and explain a high-quality indoor and outdoor learning environment that incorporates space and materials designed to support optimal development and learning for infants and toddlers.
8. Compare and contrast the basic features of education models for infants and toddlers (including the Montessori method, the Reggio Emilia approach, and Early Head Start).
9. Explain the role of observation and recording in program and professional development.
10. Articulate the variety of professional development pathways offered for infant-toddler teachers to gain skills, knowledge and qualifications for this field.
11. Recall and explain the significant role that key national, state, and program organizations play in setting standards for infant and toddler programs.
12. Discuss the national, state and local regulations and standards that guide programs serving infants and toddlers.

### **COURSE FORMAT:**

The format for this course will be consistent with adult learning practice, and with the exchange of knowledge, experience, and skills between and among students and instructor. The instructor will serve as a facilitator for discussions and practical exercises engaged in by the course participants. Classes will be interactive, thought provoking and participatory.

The course participants will communicate via Moodle discussion forums outside of the class sessions. Students will be expected to post course assignments and participate in Moodle discussion forums online. The assignments are tailored to support meeting the course objectives through readings and additional resources. Sharing some of our personal experiences with the human service system as a practitioner, a recipient, or a change agent will also benefit and support our collective study.

### **COURSE OVERVIEW:**

The class sessions are scheduled to take place over a period of four days. In addition, there is required participation in the Moodle classroom for eight weeks following. The Moodle classroom is designed to keep students and faculty connected to the curriculum that was discussed over the face-to-face classroom time to foster the sharing of ideas and experiences vital to the accomplishment of specific Course Outcomes. Outcomes met via specific topics are noted in parentheses in this syllabus.

### **SESSION I: July 20, 2021 Infant and toddlers development and learning**

*(Course Outcomes: 1, 2, and 3)*

#### **In-class topics:**

Introductions

Course Introduction: Development, learning in relationships, the learning environment, and preparation and professional development and programming

The central characteristics of infants and toddlers from birth to 36 months

Theories of development that influence curriculum and teaching for infants and toddlers

The domains of development for infants and toddlers birth to 36 months; both typical and atypical development

- ● Physical development: Health, safety, and nutrition
- ● Social and emotional development
- ● Communication
- ● Cognitive and brain development

State and national standards related to health, safety, and nutrition

### **SESSION II: July 22, 2021 Learning through relationships**

*(Course Outcomes 4, 5, and 6)*

#### **In-class topics:**

Session overview

Mini-lecture: specific theories of human development

Reading discussion: Bonding, attachment and temperament

Review Moodle discussion forums

Activity: Small group to large group—develop a presentation from Essay #2.

Mini-lecture: A child in relationship with her or his family, community and caregivers—including children - reflecting family and community culture

Activity: building a multicultural program

Mini-lecture and short video: Daily routines including feeding, comfort, rest and play provide rich opportunities for learning for infants and toddlers.

Activity: State and national standards related to relationships, daily routines, engaging families, including all children, and building a multicultural approach to curriculum and learning.

**SESSION III: July 27, 2021 Learning environments for infants and toddlers: Curriculum and Teaching**

(Course Outcomes: 7, 8 and 9)

**In-class topics:**

Session Overview  
Recap of course to date  
Review standards and regulations that address the layout of learning environments  
Investigate the basic features of education models for infants and toddlers (including the Montessori Method, the Reggio Emilia approach, and Early Head Start). Online resources will be explored.  
Transition topic: Using assessment and observations to inform professional and program development.

**SESSION IV: July 29, 2021 Preparation and professional development for infant-toddler teachers**

(Course Outcomes 10, 11, and 12)

**In-class topics:**

Pathways to preparation and professional development  
Activity: Professional development goal setting  
Mini-lecture: National, state and local standards related to teacher preparation for infant-toddler teachers and home visitors  
The role of professional organizations in increasing quality  
Resources available to teachers in this region and nationally  
Program development through relationships: Using reflective supervision models to inform professional development

**ASSIGNED WORK:**

Please note specific due dates. I expect work to be posted on or before the due dates, and I provide a 2-day grace period for the rare times when a student is not able to meet the deadline. Work posted after the 2-day grace period will have reduced points. Work submitted more than one week beyond the due date will not be eligible to earn points.

The Moodle discussion forms will serve to enhance content delivery and to simplify communication among course participants.

**COURSE PARTICIPATION: \_\_**

**Definition of In-Class Participation:**

All talk does not constitute good class participation. Class participation that contributes to a positive grade is characterized by the following:

- Ties personal experiences to the concepts being studied, gives an orderly, brief version of the experience, with a point that is stated clearly;
- Avoids repeating in a different form points made by others;
- Shows evidence of having completed, understood, and applied the readings for the course;
- Incorporates ideas shared by others and the instructor to create “a fuller picture” of the concept under discussion;
- Poses real-life questions or challenges that spring from the discussion and attempts to shape an “informed” conclusion.

**Definition of Online Class Participation (Web-enhanced Discussion Link)**

The success of your learning experience in online discussion is dependent on the active participation of all students. Therefore, it is imperative that you enter each discussion link prepared to participate in the class discussions, which requires that you not only post your responses to the questions in a timely manner allowing time for others to respond, but you must also respond/react/provide substantive feedback to other's postings.

It should be noted that not all engagement in class discussions constitutes substantive class participation. Class participation in an online environment is characterized by the following:

- Connects personal experiences to the concepts being studied, gives an orderly, brief version of the experience, with a point that is stated clearly;
- Avoids repeating points made by others;
- Shows evidence of having completed, understood, and applied the reading for the course;
- Incorporates shared ideas to create an understanding of the concept under discussion;
- Poses real-life questions or challenges that spring from the discussion and attempts to shape an informed conclusion.

### **Rubric for Assessing Formal Writing Assignments**

The rubric below is designed to help students and instructors define what quality writing is and the criteria by which PCS evaluates all students.

- 1. Clarity of Expression:** The writer expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The ideas are written so they can be understood easily, and the reader does not have to struggle to understand what the writer is saying.
- 2. Logical Organization of Ideas:** Most college papers require an introductory paragraph (or two) that grabs the reader's attention, makes the reader want to continue reading, and gives the reader some idea of what the paper is about. The main idea of the paper does not have to be stated in the opening sentence or even in the opening paragraph, but it should be clear before the end of the essay. What's important is that the reader has a sense of the writer's direction throughout the essay and that each paragraph should flow logically into the next.
- 3. Elaboration and Detail:** The writer needs to develop the ideas of the essay fully and provide adequate supporting detail. Details can include examples, allusions, statistics, quotations, paraphrases, summaries, and more. Has the writer answered questions such as "what," "what if," "why not," "how," "how come"?
- 4. Critical Thinking:** The writer needs to demonstrate the ability to analyze a subject from different perspectives, identify what's at stake in each of these perspectives, and connect his or her conclusions to the central theme of the paper. It is not enough to present supportive examples without making clear the significance of these examples and how they advance the point the writer is trying to make.
- 5. Effective Use of Research Techniques Where Appropriate:** The writer needs to select appropriate material from references to support ideas, use a variety of references, integrate the source material smoothly into the flow of the paper, and demonstrate consistent and correct use of the APA documentation style.
- 6. Effective Use of Language and Diction:** The writer should use a vocabulary that is suitable to the subject and the audience. Are the words used accurately and effectively?
- 7. Mechanics and Usage:** Mechanics include the standard conventions of spelling, capitalization,

punctuation, and correct paragraph indentation. Usage involves issues of verb tenses, apostrophes, subject-verb agreement, noun-pronoun agreement, run-on sentences, sentence fragments, and misplaced as well as dangling modifiers. Occasional errors that do not interfere with the reading of a text may be considered acceptable.

### **Grading Policy:**

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at:

<http://www.castleton.edu/campus/StudentHandbook/pages6to43.pdf>  
<http://catalog.castleton.edu/index.php>

### **Academic Honesty Policy:**

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

[http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic\\_Honesty](http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty)

### **Use and Ownership of Copyrighted Materials:**

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

**Accommodations:**

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

**Course Drop Policy:**

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=23&navoid=2159>

<http://www.castleton.edu/campus/CollegeHandbook/0809StudentHandbook.pdf><http://catalog.castleton.edu/content.php?catoid=8&navoid=340><http://www.castleton.edu/campus/CollegeHandbook/handbook.pdf>

**Transcript Request:**

[www.castleton.edu/transcripts](http://www.castleton.edu/transcripts)