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| NWIC_Main_Horizontal_CMYK | **Infant Toddler Caregiving**ECED 1603 CreditsSpring 2018 |
| Class Dates: April 02 – June 15, 2018Class Days: Wednesdays Class Times: 5:00 pm – 6:15 pmClass Website: <https://nwic.instructure.com>Join through the “Conference” Feature | Instructor Name: Shasta PettijohnOffice Hours: Wed. & Thurs. 2:00 – 3:30 pm Telephone Number: 509-675-1722Email Address: spettijohn@nwic.edu |

Course Description

Designed for caregivers working with children in the first three years of life. Provides exploration of the importance of attachment, culturally consistent and responsive caregiving, and relationships among staff, children, and families. Creation of safe, nurturing, predictable culturally responsive environments to support social, emotional, physical, and intellectual development is emphasized.

Course Modality Definition & Expectations

This is a hybrid class, meaning there is a decrease in hours of face-to-face time per week and a commensurate increase in time spent out of class on class work, as an independent component online in the Canvas course. Students are expected to go through each module in a comprehensive manner, paying attention to all supplemental handouts, reading assignments, and instructional videos.

Text

*Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education. (10th ed.).* Gonzales-Mena, Janet and D. Widmeyer Eyer (2011). McGraw-Hill College. ISBN: 9780078110344.

Instructor Discretion

As the instructor of this course I reserve the right to make alterations to the tentative schedule outlined in this syllabus. If at any time I find it to be relevant or pertinent to the course or the student, I may substitute and / or change reading assignments or writing assignments as I deem necessary in order to create a more effective learning environment or learning opportunity for the student. If such a change is made, it will be done in a timely manner so as not to impede the learning process.

Course Outcomes

1. Name at least one attribute of each of the ten characteristics of quality care for infants and toddlers.
2. Identify at least three infant/toddler cues and appropriate caregiver responses to them.
3. Describe the caregiver’s role in supporting secure attachment in early care settings.
4. Discuss and plan or modify an infant/toddler learning environment that is responsive, relationship-based and fosters optimal social/emotional, physical, and cognitive development.
5. Articulate a strategy for providing culturally responsive and competent care and honoring family diversity.

Program Outcomes

1. Promoting child development and learning.
2. Building family and community relationships.
3. Observing, documenting, and assessing.
4. Teaching and learning.
5. Integrity, advocacy, and commitment to the field of Early Childhood Education.

Aligned with Institutional Outcomes

1. Native Leadership – To Acquire a Quality Education

Educated Native leaders are essential to the survival and advancement of Tribes.  NWIC graduates are leaders in their own right and have the ability to communicate in diverse situations, listen deeply, think critically, and organize and articulate ideas.

1. Way of Life – To Give Back

Education is relevant when Indigenous ways of thinking, learning, and doing are infused into the educational framework. NWIC graduates possess the knowledge of how Tribal values are interpreted and practiced through healthy lifestyles, language, and decision making.

1. Inherent Rights – To Apply Indigenous Knowledge

Knowledge of Tribal history, language and culture is integral to the advancement of sovereignty and self-determination. NWIC graduates actively engage in the decolonization process using an Indigenous perceptive and are able to differentiate between inherent rights and acquired rights.

1. Community Minded – To Utilize Education Through Work

Indigenous knowledge advances the capacity of tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community.

Late Homework Submission Policy

Pay special attention to each assignment’s due date.  If you have an emergency or community obligation, you may contact me in advance to request an extension for an assignment (though you will not receive full credit for your work).  If extensions are not requested in advance, the assignment will be graded as late.  Homework assignment extensions are typically not granted during the final week of the quarter.

Children in Class

We value young people and we value learning.Your learning and our discussions during class time will be more challenging if children are present. Please find child care for your precious children during our class time. If children must be present, please give them an activity so they are busy and engaged while we meet. (Infants and breastfeeding moms are welcome, of course!)

Academic Dishonesty

Plagiarism is a type of academic dishonesty. Plagiarism occurs when a person falsely presents written course work as his or her own product. This is most likely to occur in the following ways:

* Submitting the exact text of someone else without the use of quotation marks and without giving proper credit to the author.
* Presenting ideas or using the material of someone else even when it is in the student’s own words, without giving appropriate acknowledgment.
* Submitting an assignment written by someone else but representing it as the student’s own work.

Academic dishonesty in connection with any Northwest Indian College activity threatens personal, academic and institutional integrity and is not tolerated.

Additional Class Policies

1. Come on time, stay the whole time, and participate in class as if you were in a classroom.
2. Take responsibility for making a good online learning environment for your co-students. This means being engaged and visible. If you must leave for a moment, excuse yourself via chat box entry.
3. Turn off cell phones or put ringer on silent. Do not text or phone during class, but instead bring your whole attention to our community of learners.

Technology Help

For help with Canvas contact:

[Spencer Ellsworth](http://www.nwic.edu/about/campus-directory/name/spencer-ellsworth/), E-Learning Coordinator / Faculty

Work Phone: (360) 392-4299

Work Email: sellsworth@nwic.edu

For other technology help contact:

Information Services & Media Center

Work Phone: 360-392-4342

Email: is@nwic.edu

Disability Services

NWIC supports individuals with disabilities in undertaking and completing a college degree or program. [TRiO Student Support Services](http://www.nwic.edu/life-on-campus/trio/) will provide the tools necessary to help students reach their academic and career goals.  For more information, contact trio@nwic.edu 360-392-3442. Or contact the Dean of Student Life; Phone:(360) 392-4255.

Course Requirements

Required Assignments / Points

Attendance / Participation and Course Evaluation

10 sessions @ 2 points each 20 Points

1 course evaluation @ 5 points 05 Points

Syllabus Agreement

1 agreement @ 05 points each 05 Points

Homework Assignments

Assignment 1 (10 Principles Project) 20 Points

Assignments 2-6 (5 @ 10 points each) 50 Points

**Total Points 100 Points**

Attendance Bonus Points9 or more sessions on time/entire time 05 points

Grading Scale

Most assignments are graded using Rubrics which you can view in Canvas to see expectations.

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|  | A = 93-100 % | A- = 90-92 % |
| B+ = 87-89 % | B = 83-86 % | B- = 80-82 % |
| C+ = 77-79 % | C = 73-76 % | C- = 70-72 % |
| D+ = 67-69 % | D = 63-66 % | D- = 60-62 % |

Assignment Schedule

| **Week** | **Topics / Reading** | **Homework** |
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| Week 1 | Course SyllabusInfant Toddler Caregiving Chapter 1 – Principles, Practice, and Curriculum | Syllabus Agreement10 Principles Project post #1Determine the format you will use for Assignment #1 |
| Week 2 | Infant Toddler Caregiving Chapter 3 – Caregiving as CurriculumOnline Reading – The Importance of Family-Teacher PartnershipsOnline Reading – Curriculum and Lesson Planning: A Responsive Approach | 10 Principles Project post #2 |
| Week 3 | Infant Toddler Caregiving Chapter 4 – Play and Exploration as CurriculumOnline Reading – Backbone & Bounce: Building Resilience | 10 Principles Project post #3Assignment #2: Play As Curriculum “Wants Nothing Quality Time” |
| Week 4 | Infant Toddler Caregiving Chapter 5 – AttachmentChapter 6 – Perception Chapter 7 – Motor SkillsChapter 8 – Cognition Read Chapter 8 completely; Read the chapter summaries for the other three chapters. | 10 Principles Project post #4Assignment #3: Attachment and Supporting Social Emotional Connections |
| Week 5 | Infant Toddler Caregiving Chapter 9 – Language  | 10 Principles Project post #5 |
| Week 6 | Online Reading – Articles about Emotions | 10 Principles Project post #6Assignment #4: Curriculum  |
| Week 7 | Online Reading – Articles about Social Skills | 10 Principles Project post #7Assignment #5: Cognitive and Language Development |
| Week 8 | Infant Toddler Caregiving Chapter 12 – The Physical Environment | 10 Principles Project post #8Assignment #6: Environmental Checklist: Observing the Physical and Social Environment |
| Week 9 | Online Reading – Articles on the Social Environment | 10 Principles Project post #9 |
| Week 10 | Infant Toddler Caregiving Chapter 14 – Adult Relations in Infant-Toddler Care and Education Programs | 10 Principles Project post #10 Assignment #1: 10 Principles of Caregiving  |
| Week 11 | Finals Week – No Additional Reading | Course Evaluations |