

Mayville State University

EC 220 Infants and Toddlers (27602)

August 25-October 19, 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

Contact Information:

Office: 116 L

Email: ann.willeson@mayvillestate.ed

Work phone: 701-788-4796

Hours of Availability:

I am happy to meet with you by Appointment, Phone, or Zoom

Instructional Mode: Oline Asynchronous

Course Dates: August 25-October 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Course Materials and Technologies

Required

Wittmer, D.S., & Honig, A.S. (2020). *Day to day the relationship way: Creating responsive programs for infants and toddlers*. Washington, D.C.: NAEYC.

Student Liability Insurance

Pictures of Activity Materials in JPEG Format

Materials: Students may need to purchase supplies to create materials for activities for infants and toddlers.

[MSU Technology Requirements](#)

Blackboard Ultra

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it must be properly quoted and cited every time it is used. Failure to do so constitutes an academic integrity violation, is considered plagiarism and will have the same consequences as other violations of academic integrity.

Course Description

This course is designed for teacher candidates in the Early Childhood Program. Topics include the care of infants and toddlers in group settings, current issues, and trends in the profession, and working with parents. The beliefs and values of other cultures as they relate to infant/toddler care are also explored. Teacher candidates will learn about play, the stages of cognitive, social, emotional, and physical development of very young children, and will complete 9 hours of observation and interaction with infants and toddlers ages 12-30 months in group settings. Teacher candidates will learn to identify family, cultural and community

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influences on child development. This course is required for students enrolled in the following degrees: AA/BA in ECE, and BS in ECE.

Pre-/Co-requisites: No Pre-requisites are required.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Students will describe the language, physical, social-emotional, perceptual, and cognitive development of infants and/or toddlers (InTASC 1,4, NDEC 2, NAEYC 1,5, CEC EC 1, SLO 1,2).
2. Students will examine the principles of quality care for infants and toddlers (InTASC 1,4 NDEC 2 NAEYC 1,5 CEC EC 1,5 SLO 1, 2).
3. Students will create and implement developmentally appropriate activity plans and materials that provide infants and/or toddlers with play experiences and instruction relevant to their development, needs, interests, and abilities (InTASC 1,4,7,8 NDEC 2,3 NAEYC 1,4,5 CEC EC 1,5,6 SLO 1,2,3,4).
4. Students will explore the health and safety needs of infant and toddler care (InTASC 1,4 NDEC 2,5 NAEYC 1,5 CEC EC 1,5 SLO 1,2).
5. Students will examine the roles and responsibilities of caregivers of infants and toddlers (InTASC 1,4,9 NDEC 2,6 NAEYC 1,4,6 CEC EC 1,5,7 SLO 1,2,3,4).
6. Students will explore the importance of establishing and maintaining communication and collaborative relationships with children and their families (InTASC 1,9 NDEC 2,6 NAEYC 1,4,6 CEC EC 1,5,7 SLO 1,2,4).
7. Students will write reflective responses to show growth in learning, understanding of the care and development of infants and toddlers, and the ability to design developmentally appropriate activities (InTASC 1,4,9, NDEC 2,6, NAEYC 1,5,6, CECEC 1,5,7 SLO 1,2,3, 4).

Standards Alignment (Early Childhood Education Program Approval Standards-ND ESPB):

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.

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- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

InTASC Principles:

- **Standard 1 Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 4 Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and Structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 7 Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8 Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ND Early Childhood Teacher Education Standards:

- **Standard 2 Curriculum:** The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
- **Standard 3 Teaching:** The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.
- **Standard 5 Health:** The program promotes the nutrition and health of children and protects children and staff from illness.
- **Standard 6 Staff Competencies, Preparation, and Support:** The program employs and supports teaching and administrative staff that have the qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests

NAEYC Standards:

- **Standard 1: Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
- **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
- **Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
- **Standard 6 Professionalism as an Early Childhood Educator:** Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

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CEC EC Standards:

- **Standard 1: Child Development and Early Learning**
Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
- **Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience**
Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
- **Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**
Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.
- **Standard 7: Professionalism and Ethical Practice:** Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **Reinforced SLO 1** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- **Introduced, Reinforced SLO 2** Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- **Reinforced SLO 4** Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
Mastered SLO 3 Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	Cognitive, Activity Plan, and Reflection

Instructional Strategies

Reflective Writing	Academic Writing	Inquiry & Research
Case Studies	Graphic Organizers	Videos
Discussion Forums	Critical Thinking	Experiential Learning

Course Expectations

Writing Expectations: Being able to express one's thoughts in a clear and well-thought-out manner is held in high regard in this course. Early Childhood Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

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Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- Email communication-allow at least 24 business hours for a response.
- Email will be checked daily M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- Ensure that you are responding professionally. Refrain from using texting language.
- I encourage you to contact me to discuss any questions, concerns, or suggestions. Student input is important to make this course a worthwhile experience

Assignments and Assessments

To enhance your learning experience in this course the following is expected:

- Always ask questions- I am here to provide support, so you are successful in this course.
- Complete all assigned reading.
- Participate in discussion forums in a professional manner.
- Submit all your assignments by due dates, there are drop boxes for each assignment.
- Give yourself an appropriate amount of time to complete assignments.
- Make sure you read all assignment directions thoroughly.
- Grades are 'earned' not given! The grade you receive in this course is your responsibility. Your grades are viewable on Blackboard.

Evaluation and Grading

The goal of evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in infants and toddlers.

Grading Policies

- Late work is determined by the date in the Dropbox. Late assignments will receive partial credit.
- Please do not email your work, post your work in the Dropbox in Blackboard.
- Please plan, do not wait until the last minute to post assignments. Each assignment is given sufficient time for completion; it is up to you to take advantage of this allotted time.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to be sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date.
- Participate in discussions in a professional manner.

Grading Scale

94-100(471-441) =A 93-87(440-408) =B 86-80(407-375) =C 79-72(374-337) =D 71-0(336-0) =F

Breakdown of Grades

Research Assignments (20 points) Written Assignments (25 points) SIDS training (10 points) Ethics Scenario (10 points) Discussion Forums (15 points) AI to Explore Ways to Support Relationships (10 points) Child Profile (25 points) Baby Sign Language (10 points) Piaget/Vygotsky Theories Infant Toddler Care (20 points) Baby Brain Map (20 points) Sensory Activity and Reflection (20 points) 5 Activity Plans and Reflections (230 points) Final Reflection Discussion (10 points) Total: 471 points

Enrollment Verification

Enrollment Verification: Introductions Activity Week 1.

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Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Timeline/Schedule

The 8-week course is laid out in detail in Blackboard. The assignments and due dates are posted in each weekly folder on Bb. "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."

Week 1 Relationships with Infants and Toddlers & Creating Supportive Relationships with Families.

Week 2 The Wonder of Learning: Emotional Development and Self & Belonging and Becoming Social with Peers.

Week 3 The Wonder of Learning to Communicate

Week 4 The Wonder of Thinking and Learning

Week 5 The Wonder of Learning to Move Successfully

Week 6 A Responsive, Relationship-Based Teaching; Responsive, Relationship-Based Environments & Routines and Relationships

Week 7 Creating Responsive Learning Opportunities & More Curriculum Ideas: Singing, Music, and Reading

Week 8 Adult Positive Guidance and Children's Relationship Challenges & A Relationship-Based Programs

References / Bibliography

About SIDS and safe infant sleep. National Institute of Child Health and Human Development.

<https://safetosleep.nichd.nih.gov/safesleepbasics/about>. Accessed March 11, 2023.

Bales, D. (2014). *The importance of play*. UGA Extension.

Ben-Joseph, E. P. (2022). Sudden Infant Death Syndrome (SIDS). Kids Health. <https://kidshealth.org/en/parents/sids.html>

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Masterson, M. L. & Grady, R. (2024). Focus on developmentally appropriate Practice: Equitable and joyful learning with infants and Toddlers. NAEYC: Washington, DC.

Guyton, G. (2011) *Using toys to support infant-toddler learning and development.* Bank Street Collete of Education. NAEYC: Washington, DC.

Honig, A. *Secure Relationships: Nurturing Infant/Toddler Attachment.* (2002). NAEYC: Washington, DC.

Luckenbill, J., Subramaniam, A., & Thompson, J. (2019). This is play: Environments and interactions that engage infants and toddlers. NAEYC: Washington, DC.

ND Dep. Public Instruction (2018). *North Dakota Early Learning Standards.*

Wittmer, D. S., & Honig, A. S. (2020). Day to day the relationship way: Creating responsive programs for infants & toddlers. NAEYC: Washington, DC.

Zero to Three. (2004). *The Power of Play.* Washington, D.C.