



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Infants and Toddlers

Course Prefix and Number – CDEC 1321

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # **3:3:0**

Equated Pay hours for course - 3

Course Catalog Description - A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, learning environments, materials and activities, and teaching/guidance techniques.

Prerequisites/Co requisites - None

Prepared by Barbara S. Lynn
06-16-2011

Date

Reviewed by department head Barbara S. Lynn

Date 06-16-2011

Accuracy verified by Division Chair David Kucera

Date 10/21/11

Approved by Dean of Vocational Instruction or Vice President of Instruction SDees

Date 7/11/12

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 6 hours observations



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Topics of Study

- Summarize prenatal development and the birth process
- Discuss theories of development as they apply to infants and toddlers (Bowlby, Piaget, Freud, Erikson, and various language acquisition theories)
- Outline growth and development of children from birth to age 3 in the physical, cognitive, language, social, and emotional domains
- Discuss implications of developmental stages on care giving and instruction in infancy and toddlerhood
- Analyze components of teacher/child interactions and positive guidance techniques
- Design learning environments that take into consideration the needs of infants and toddlers with both typical and atypical development timetables
- Select materials and create activities for infants and toddlers
- Identify options for addressing developmental delay in infants and toddlers such as Early Childhood Intervention (ECI)

National Association for the Education of Young Children Standards measured in the course:

- Child growth and development
- Teaching and learning
- Becoming a professional

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. Students will recognize developmental milestones of infants and toddlers (birth-age 3) and identify options for serving infants and toddlers with developmental delay. 2. Students will analyze developmentally appropriate practices for children in infant and toddler programs. 3. Students will apply theories of child development to selecting best practices for infants and toddlers.	1. In class assignments, and instructor-made midterm and final (and any additional tests/ quizzes deemed necessary) with a grade of 70 indicating mastery. The midterm exam must include at least one essay question to assess higher levels of Bloom’s Taxonomy. 2. Written summaries of infant programs (3 hours) and toddler programs (3 hours) with a grade of 70 indicating mastery.

<p>4. Students will apply principles of developmentally appropriate practice (as defined by the National Association for the Education of Young Children-NAEYC) to designing appropriate materials and activities for infants (0-18 months) and toddlers (19-36 months).</p> <p>5. Communicate thoughts, ideas, information, and messages in writing in a weekly journal.</p>	<p>3. And 4. Term project of six activities for infants and six lessons for toddlers, focusing on both indoor and outdoor settings. Lessons will be submitted in increments so that instructors can provide feedback to students in the completion of the project. The project will be graded with a departmental rubric with a minimum grade of 70 points indicating mastery. Students will share a portion of their project informally in class.</p> <p>5. In-class journal entries factored into the attendance/ participation grade</p>
---	---

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.
Most recent edition of**

Swim, T. & Watson, L.D. (2011) *Infants and toddlers: Curriculum and teaching,(7th ed.)*
New York: Cengage. ISBN-10: 0495807869 ISBN-13: 9780495807865

AND

Bredecamp & Copple (2009). *Developmentally appropriate practices in programs serving children (3rd ed.)* Washington, DC: NAEYC. ISBN 13: 9781928896647

IV. Suggested Course Maximum - 30

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

none

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Students will take instructor-made tests to assess comprehension on the readings and class discussions. Students will observe in programs for infants and toddlers, writing up their observations and citing examples of developmentally appropriate practices in indoor and outdoor environments.

Grading system:

10%-Attendance and class participation; professional demeanor in class conduct and observation conduct
50%-Midterm (with minimum of one essay question), final, and any additional tests or quizzes
10%-Observation summaries and analyses (6 hours total)
30%-Collection of developmentally appropriate activities/lessons (6 activities for infants, 6 lessons for toddlers)

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.