



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 – Infant and Toddler

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 – Must be able to pass a criminal history check.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prepared by Barbara S. Lynn

Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy Verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



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):

- Development in the pre-natal period
- Development of the newborn
- Development of the infant (up to age 18 months)
- Development of the toddler (19-36 months)
- Physical Development (pre-natal through age 36 months)
- Brain development in the prenatal period through age 36 months
- Cognitive and language development through age 36 months
- Social-Emotional development through age 36 months
- Attachment in infancy
- Applying theoretical knowledge to infants and toddlers
- Using attention, approval, and attunement as tools for infants and toddlers
- Establishing a safe, nurturing, and positive learning environment for infants and toddlers
- Designing effective learning environments inside and outside
- Designing effective curriculum through regular routines and planned experiences
- Observing infants and toddlers
- Promoting effective attributes in infant-toddler caregivers (standards for infant-toddler teachers)

In addition, students will observe 6 hours (3 infants and 3 toddlers) in approved early childhood settings.

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

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Summarize prenatal development and the birth process; 2. Discuss theories of development as they apply to infants and toddlers; 3. Outline growth and development of children from birth to age 3 	<p># 1, 2, 3, 4. 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.</p>

<p>4. Analyze components of teacher/child interactions and positive guidance techniques</p> <p>5. Design learning environments;</p> <p>6. And select materials and activities for infants and toddlers</p> <p>7. Communicate thoughts, ideas, information, and messages in writing in a weekly journal</p>	<p># 3, 4 Written summaries of infant programs (3 hours) and toddler programs (3 hours) with a grade of 70 indicating mastery.</p> <p># 4, 5,6 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># 7 In-class journal entries factored into the attendance/ participation grade</p>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of

Swim, T. & Watson, L.D. (most recent edition) *Infants and toddlers: Curriculum and teaching*. New York: Cengage.

AND

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

IV. Suggested Course Maximum - 35

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

Sufficient space to allow students to work in small groups.

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

Following the reading of course text books and participation in class lecture, discussions, and observations, the determination of the final grade for the course will be made using the weighting of examinations and learning opportunities:

Midterm Exam (with essay question).....	30%
Final examination (Comprehensive)	30%
Portfolio (including observations).....	30%
Attendance, weekly journal entries, and class participation	10%

Grading Scale

- A-90-100%
- B-80-89%
- C-70-79%
- D-60-69%
- F-59 and below

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.