



**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** – The 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 3years), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching/guidance techniques.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 10 hours observation

**Prerequisites/Corequisites** - None

**Approvals** – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/29/09
Department Head Barbara Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/29/09
Division Chair Stephanie Dees	Signature <i>SDees</i>	Date 7/8/09
Vice President Ty Pate Dean	Signature <i>TAL</i>	Date 7-22-09



**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):

1. Summarize prenatal development and the birth process
2. Define and apply theories of development as they apply to infants and toddlers (Gesell, Piaget, Freud, Erikson, Bowlby and attachment theory, and language acquisition theories)
3. Outline growth and development of children from birth to age 3: physical, cognitive, language, social, and emotional and discuss implications for care-giving and instruction
4. Describe appropriate nutrition for pregnant women, infants, and toddlers, taking into consideration the critical period of brain development and the importance of instilling healthy eating habits early on.
5. Design safe, stimulating, and appropriate indoor and outdoor environments for children
6. Analyze components of teacher/child interactions in feeding, diapering, care-giving, and playing with infants and toddlers
7. Select developmentally appropriate materials and activities for infants and toddlers to cover physical development, language and cognitive development, and social-emotional development
8. Identify developmentally appropriate teaching/guidance techniques for use with infants and toddlers (as defined by the National Association for the Education of Young Children-NAEYC)
9. Identify options for addressing developmental delay in infants and toddlers such as Child Find and Early Childhood Intervention (ECI) programs.

NAEYC Standards Measured in this course:

1. Promoting child development and learning
2. Observing, documenting, and assessing to support young children and families
3. Teaching and learning
4. Becoming a professional

## **II. Course Learning Outcomes**

Course Learning Outcome	Method of Assessment
<p>1. Students will recognize developmental milestones of infants and toddlers (birth-age 3) and identify options for serving infants and toddlers with developmental delay.</p> <p>2. Students will analyze developmentally appropriate practices for children in infant and toddler programs, using the Developmentally Appropriate Handbook as a reference.</p> <p>3. Students will apply theories of child development to selecting best practices for infants and toddlers.</p> <p>4. 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>1. In class assignments, midterm ,and final exam (and any other quizzes or exams deemed necessary by the instructor); grade of 70 indicates mastery.</p> <p>2. Written summaries of infant programs (5 hours) and toddler programs (5 hours).</p> <p>3. Midterm and final exam (and any other quizzes or tests deemed necessary by the instructor); grade of 70 indicates mastery.</p> <p>4. Term project of six activities for infants and six activities for toddlers, focusing on both indoor and outdoor settings. This project will be graded by a departmental rubric and will be shared in class; grade of 70 indicates mastery.</p>

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

Watson, L.D. & Swim, T. (2008). *Infants and Toddlers: Curriculum and Teaching*, 6th Edition, Cengage Learning. ISBN-13: 9781418016623

Bredenkamp, S. & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs* (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.**  
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%-Tests and or quizzes

10%-Observation summaries and analyses (10 hours total)

30%-Collection of developmentally appropriate activities (6 for infants., 6 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**

Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist