

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide

DEPARTMENT: Early Childhood

COURSE: ECE 121 Infant & Toddler Methods

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: ENG 051, RDG 051

CO-REQUISITES: ECE 122

COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

An introduction to program designed for infants and toddlers. Emphasis is on child/caregiver interaction, developmentally appropriate practice for infants and toddlers, and on managing programs in centers and in family daycare homes.

TEXT: *Infant & Toddler Care and Education* (2nd edition)

MATERIALS: (To be selected by each Campus)

METHOD of INSTRUCTION:Campus Classroom

MANUALS: (To be selected by each Campus)

DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Identify and describe theories, philosophies and guidelines for the care of infants and toddlers. (CCC 1, 5, 8, and PGC 1)
2. Identify and explain important developmental issues relevant to the care of infants and toddlers. (CCC 1, 8, and PGC 1, 4)
3. Summarize the state licensing regulations for maintaining appropriate care for infants and toddlers. (CCC 1, 5, and PGC 8)
4. Identify developmental milestones relevant to infant and toddler growth and development (CCC 2, 5, and PGC 1, 4)
5. Plan a developmentally appropriate curriculum for promoting cognitive, language and motor development and for nurturing social competence in center-based and family day care environments. (CCC 1, 2, 3, 5, 8, and PGC 4, 8, 10, 11)
6. Plan a developmentally appropriate safe, healthy, and nurturing environment for infants and toddlers. (CCC 1, 2, 3, 5, and PGC 3, 4, 8, 11)
7. Compare and contrast the criteria of quality infant and toddler care within center-based and family day care environments. (CCC 1, 2, 5, and PGC 2, 8)
8. Summarize budget and staffing considerations as they relate to the care of infants and toddlers. (CCC 1, 2, 7, and PGC 2)
9. Identify and give examples of the role of the primary caregiver in an infant and toddler program. (CCC 1, 2, 4, 5, and PGC 2, 7)
10. Examine and write policies relevant to managing an infant and toddler program. (CCC 1, 2, 5, and PGC 2, 11)

MEASURABLE PERFORMANCE OBJECTIVES:

1. Identify and describe theories, philosophies, and guidelines for the care of infant and toddlers.
 - 1.1 Develop a timeline that charts infant and toddler care from a historical perspective.
 - 1.2 Express concerns and beliefs relating to infant/toddler care.

2. Identify and explain important developmental issues relevant to the care of infants and toddlers.
 - 2.1 Discuss the importance of the first three years of life in terms of the development of competence.
 - 2.2 Identify the beliefs and underlying assumptions of the major theories related to affective, physical-behavioral, and cognitive development.
 - 2.3 Describe maturational theory in terms of ages and stages and individual differences.
3. Summarize the state licensing regulations for maintaining appropriate care for infants and toddlers.
 - 3.1 Review state licensing standards for infant/toddler care programs.
4. Identify developmental milestones relevant to infant and toddler growth and development
 - 4.1 Identify the sensory, perceptual, and physical/motor characteristics unique to infants and toddlers.
5. Plan a developmentally appropriate curriculum for promoting cognitive, language and motor development and for nurturing social competence in center-based and family daycare environments.
 - 5.1 Plan exploratory activities for infants 12-15 months; for toddlers 18-24 months.
 - 5.2 Plan a gross motor development activity suitable for children who are walking.
 - 5.3 Plan an action game or other group motor activity.
 - 5.4 Describe caregiver/infant and toddler interactions related to cognitive/language development.
 - 5.5 Prepare a list of play materials that promote the development of large motor skills.
 - 5.6 Plan for involving infants and toddlers in story time.

- 5.7 Define attachment
- 5.8 Identify factors that influence the infant's adjustment to a group setting.
- 5.9 Explain how to nurture appropriate social behaviors for children between the ages of 2 and 3 in relation to aggression, temper tantrums, biting, and other problem behaviors.
6. Plan a developmentally appropriate safe, healthy, and nurturing environment for infants and toddlers.
 - 6.1 Identify the basic design features that meet the space, safety, and comfort needs of infants and toddlers.
 - 6.2 State the criteria for furnishings, equipment, and play materials.
7. Compare and contrast the criteria of quality infant and toddler care within center-based and family day care environments.
 - 7.1 Utilizing or create a rating scale for infant/toddler environments.
8. Summarize budget and staffing considerations as they relate to the care of infants and toddlers.
 - 8.1 Identify the recommended child/staff ratios and number of infants per group for infants under 12 months, toddlers 12 to 24 month, and toddlers 24 to 36 months.
 - 8.2 Discuss caregiver qualifications and describe staff characteristics.
 - 8.3 Identify budget issues related to staffing infant/toddler programs.
9. Identify and give examples of the role of the primary caregiver in an infant and toddler program.
 - 9.1 Discuss caregiver qualifications and desirable staff characteristics.
10. Examine and write policies relevant to managing an infant and toddler program.
 - 10.1 Write a set of guidelines for adult behavior and teamwork in infant/toddler settings.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Exams	40%
Written / Observation	30%
Group Presentations	<u>30%</u>
	100%

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.