

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide

DEPARTMENT: Early Childhood

COURSE: ECE 121 Infant & Toddler Methods & Lab

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: ENG 051, RDG 051

CO-REQUISITES: None

COURSE HOURS and CREDITS: 4:4:5

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 day care homes. Emphasis is also provided on developmentally appropriate activities for infants and toddlers. Activity areas include social/emotional development, cognitive and language development, and sensory motor development.

TEXT:

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

5; PGC 9; NAEYC 1,4)

14. Compile a collection of activities appropriate for infants and toddlers in the social-emotional, sensori-motor, cognitive and language skills areas of development. (CCC 1, 2, 5; PGC 4,10; NAEYC 1,4)
15. Integrate technology to expand the scope and sequence of learning. (CCC 5, 6; PGC 11; NAEYC 1, 4)
16. Evaluate positive guidance techniques for classroom management. (CCC 2,8; PGC 1,5; NAEYC 1, 4)
17. Recognize ethical guidelines and other professional standards related to the field of early childhood. (CCC 4; PGC 6; NAEYC 5)

MEASURABLE PERFORMANCE OBJECTIVES:

The following performance objectives are in direct relationship with NAEYC Standards.

1. Explain 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 Identify concerns and beliefs relating to infant/toddler care.
2. Examine 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 social-emotional, sensori-motor, and cognitive/language development.
 - 2.3 Differentiate maturational, behavioral, constructivist-developmental theories 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 Compare state licensing standards with NAEYC standards for infant/toddler care programs.

4. Identify developmental milestones relevant to infant and toddler growth and development.
 - 4.1 Identify the sensori-motor, social-emotional, cognitive, and language 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 day care environments.
 - 5.1 Plan exploratory activities for infants 12-15 months; for toddlers 18-24 months.
 - 5.2 Plan a sensori-motor activity for infants and toddlers.
 - 5.4 Describe caregiver/infant and toddler interactions related to holistic development.
 - 5.5 Prepare a list of play materials that promote the holistic development in infants and toddlers.
 - 5.6 Plan a language activity for infants and toddlers
 - 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 Identify budget issues related to staffing infant/toddler programs.
9. Explain the role of the primary caregiver in an infant and toddler program, providing examples.
 - 9.1 Discuss caregiver qualifications and desirable staff characteristics.
10. Examine and write policies relevant to managing an infant and toddler program.
 - 10.1 Formulate a set of guidelines for adult behavior and teamwork in infant/toddler settings.
11. Plan environments, which promote social-emotional, sensori-motor, cognitive, and language development in both the infant and toddler Delaware Infant/Toddler Early Learning Foundations Standards (DI/TELFs). . (CCC 1, 2, 5, 8, and PGC 3, 4)
 - 11.1 Select and organize materials and equipment to create appropriate environments for infants and toddlers.
 - 11.2 Discuss guidelines for play areas to include preparation, supervision, and clean-up procedures.
 - 11.3 Develop lesson plans for fostering social-emotional, sensori-motor, cognitive, and language development.
12. Implement appropriate activities for infants and toddlers in the social-emotional, sensori-motor, cognitive, and language areas of development.
 - 12.1 Create and share activity ideas that promote social-emotional, sensori-motor, cognitive, and language skills.
 - 12.2 Develop written activity plans.
 - 12.3 Present and direct activities that promote social-emotional, sensori-motor, cognitive, and language development for infants and toddlers.
 - 12.4 Participate in early childhood settings with infants and toddlers for a total of 64 hours.
13. Evaluate each activity and environment as planned and implemented.

- 13.1 Using the activity plan format, indicate progress toward meeting the stated objectives for each activity presented.
- 13.2 Comment on the success of each activity as implemented and/or suggest any changes to be made.
- 14. Compile a collection of activities appropriate for infants and toddlers in the social/emotional, sensori-motor, cognitive, and language skills area of development.
 - 14.1 Develop a collection of appropriate activities for infants and toddlers.
- 15. Integrate technology to expand the scope and sequence of learning
 - 15.1 Utilize technology into various learning experiences such as article critiques, resource gathering, lesson planning, evaluation, research and teaching
- 16. Evaluate positive guidance techniques for classroom management.
 - 16.1 Observe and analyze classroom management techniques
 - 16.2 Write reflections on how to develop and maintain positive relationships with young children.
- 17. Recognize ethical guidelines and other professional standards related to the field of early childhood.
 - 17.1 Review and practice the NAEYC Code of Ethics.
 - 17.2 Practice confidentiality.
 - 17.3 Practice punctuality.

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	20%
Written Assignments	30%
Oral Presentation	20%
Lab/Activity Participation	30%
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	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.