

Course Syllabus**Department** : Child Development**Course Title** : Infant and Toddler**Section Name** : CDEC 1321**Start Date** : 01/14/2015**End Date** : 05/7/2015**Modality** : Face to Face**Credits** : 3**Instructor Information****Name** : Cheryl A. Cunningham**OC Email** : nonecheryl.cunningham@ectorcountyisd.org**OC Phone #** : none

Cell- 432-5289418 or Ector County ISD 432-456-4940

Course Description

A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality caregiving routines, appropriate environments, materials and activities, and teaching/guidance techniques. The class emphasizes developmental processes and environmental factors that can affect a child's physical growth, shape personality and achievement from conception to 3 years of age. Course presents skills for group or individual care of infants or toddlers such as individual daily schedules, record keeping, food preparation, age appropriate discipline techniques and activities. Also, includes interpreting the Texas licensing standards for infants and toddlers.

Prerequisites/Co requisites

None necessary

COURSE LEARNING OUTCOMES/PROFICIENCIES:

The student will define the creative process; describe the role of play in a child's growth and development and developmental sequences for creative arts; analyze teacher roles in enhancing creativity; describe concepts taught through the creative arts and components of creative environments. The student will plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play.

TEXTBOOKS: Wilson, LaVisa Cam; Douville-Watson, Linda; Swim, Terri. *Infants and Toddlers Curriculum and Teaching* (Sixth Edition) Delmar Publishers, 2008

SUPPLIES: Text, supplies and equipment essential for note taking, such as paper and pencils.

Course Objectives

1. Summarize prenatal development.
 - a. Outline stages and major milestones of prenatal development.

- b. Identify and describe possible environmental factors and their effects on the developing embryo or fetus. .
 - c. Describe components of good prenatal care.
- 2. Summarize the birth process.
 - a. Describe stages of labor.
 - b. Compare methods of delivery.
 - c. Describe possible complications of delivery.
 - d. Discuss effects of medication during the birth process.
- 3. Discuss theories of development as they apply to infants and toddlers.
 - a. Compare the impact of nature and nurture on the developing child.
 - b. Practice authentic observations of infants and toddlers in relation to developmental milestones. (8, 10)
- 4. Outline growth and development of children from birth to age 3.
 - a. Describe principles of development.
 - b. Explain the importance of brain research as it relates to growth and development of infants and toddlers.
 - c. Describe physical, fine and gross motor and perceptual development.
 - d. Describe cognitive development.
 - e. Describe social development.
 - f. Describe emotional development, including self-concept and self-esteem.
 - g. Describe receptive and expressive language development.
 - h. Describe literacy development.
 - i. Define At-risk as it applies to infants and toddlers.
 - j. Identify community resources available for early intervention.
- 5. Analyze components of quality infant/toddler caregiving.
 - a. Discuss characteristics of quality programs for infants and toddlers.
 - b. Discuss social and cultural influences which impact infant/toddler care.
 - c. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families.
 - d. Explain principles of quality caregiving.
 - e. Explain appropriate teacher roles and responsibilities for caregivers of children under three.
- 6. Summarize the birth process.
 - a. Describe daily routines used in infant/toddler classrooms and their importance in meeting children's needs.
 - b. Discuss unique health and safety needs of infants and toddlers.
 - c. Develop appropriate schedules for infants and toddlers.
 - d. Discuss ways to include infants and toddlers with special needs into quality programs.
- 7. Analyze elements of appropriate indoor and outdoor environments.
 - a. Describe developmentally appropriate indoor environment for infants.
 - b. Identify characteristics of effective room arrangements for infants.
 - c. Describe developmentally appropriate outdoor environments for infants.
 - d. Describe developmentally appropriate indoor environment for toddlers.
 - e. Identify characteristics of effective room arrangements for toddlers.
 - f. Describe developmentally appropriate outdoor environments for toddlers.
 - g. Explain how indoor and outdoor environments can be adapted for infants/toddlers with

- special needs.
8. Provide developmentally appropriate materials and activities.
 - a. Choose and/or make developmentally appropriate materials for use in infant/toddler classrooms.
 - b. Plan and implement developmentally appropriate learning activities for infants/toddlers, including those with special needs.
 9. Use developmentally appropriate teaching/guidance techniques.
 - a. Apply principles of caregiving in a classroom with children under three.
 - b. Use appropriate transitions with infants and toddlers.
 - c. Use appropriate direct and indirect guidance techniques with infants and toddlers.
 - d. Demonstrate appropriate procedures for feeding, diapering, toileting, dressing and sleeping.
 - e. Demonstrate teamwork skills while working with colleagues in infant/ toddler classrooms.

SCANS Competencies: Resources

Interpersonal Skills

Information

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The SCANS Work Place Competence Skills
4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education
7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute
8. Texas Essential Knowledge and Skills for Home Economics Education
9. Learner-Centered Schools for Texas - A Vision of Texas Educators
10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

Content Lectures, Assignments and Assessments

Daily Work

Lab

Semester Project

Journals

Quizzes

Employability Skills

Professional Portfolio

Course Objectives

Odessa College Blackboard
Creative Art
Writing
Math
Science
Music & Movement
Social Studies
Child Development

Required Readings/Materials

a) **Required** readings/materials: *Working with Young Children*, Judy Herr, 2004

Course Requirements (Lectures, Assignments and Assessments)

Daily Work
Lab
Semester Project
Journals
Quizzes
Employability Skills
Odessa College Blackboard
Professional Portfolio

Summary of Assignments & Activities Item (Name) Type Description Due*

Theories of Child Development
Lab Work and Observation Schedule
Research Project – Varied Available Topics
Teething, Brain Development, Developmental Milestones for the First Three Years, Separation Anxiety, Temper Tantrums, Toilet Training, Biting, Sleeping Patterns, Language Development and Eating and Nutrition
Design and Create an Infant and Toddler Child Care Center
Teaching Thematic Units
Infant and Toddler Files
Infant and Toddler Caregiver Expectations

Grading Policy

Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Assignments Grade

Daily Work 20%
Test/Quizzes 10%

Lab 20%%
Project 20%
Journal 15%
Employability Skills 15%

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next

- classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements