Course Information

Course Title	The Infant and Toddler
Course Prefix, Num. and Title	CDEC 1321- The Infant and Toddler
Division	Technology and Business
Department	Education & Early Childhood
Course Type	WECM Course
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.
Pre-Requisites	Must be able to pass a criminal history check.
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours	3:3:0
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	4 hours of observation outside of the classroom

Approval Signatures

Title	Signature	Date
Department Head:	Sandra McCarstle, Early Childhood / Education Program Director	06-01-2025
Division Chair:	David Kucera, Technology & Business Division Chair	06-01-2025
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and 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 4 hours (2 infants and 2 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

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:
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
4. Analyze components of teacher/child interactions and positive guidance techniques
5. Design learning environments;
6. Select materials and activities for infants and toddlers
7. Communicate thoughts, ideas, information, and messages in writing in a weekly journal

Methods of Assessment:

- 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.
- 3, 4 Written summaries of infant programs (2hours) and toddler programs (2 hours) with a grade of 70 indicating mastery.
- 4, 5,6 Term project of four activities for infants and four 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.
- 7 In-class journal entries factored into the attendance/ participation grade

Required text(s), optional text(s) and/or materials to be supplied by the student:

Swim, T. & Watson, L.D. (latest edition) Infants and toddlers: Curriculum and teaching. New York: Cengage.
AND
Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, (latest edition). Washington, DC: NAEYC

Suggested Course Maximum:

35

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

Sufficient space to allow students to work in small groups.

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:

20% Midterm Exam (with essay question)
20% Final Examination
40% Portfolio (including observations)
20% Attendance, weekly journal entries or weekly online discussions, and class participation

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

Curriculum Checklist:

☐**Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☐**Administrative WCJC Core Course**. Attach the Core Curriculum Review Forms

       ☐Critical Thinking

       ☐Communication

       ☐Empirical & Quantitative Skills

       ☐Teamwork

       ☐Social Responsibility

       ☐Personal Responsibility

☒**WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist