

COURSE SYLLABUS

Course Title:	Infant/Toddler Growth and Development		Date submitted:	May 2019 (AAC: 19-25)											
Department:	Social Sciences														
Curriculum:	Early Childhood Education														
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101) <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>ECE*141</td></tr> </table>	ECE*141	Prerequisites: C- or better in Integrated Reading and Writing I (ENG*065) or placement into Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162) or Composition (ENG*101)												
	ECE*141														
	Course Type: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>L/D</td></tr> </table>	L/D	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio												
	L/D														
	Elective Type: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>G</td></tr> </table>	G	AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences FL: Foreign Language M: Math S: Science SS: Social Science												
	G														
	Credit Hours: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>3</td></tr> </table>	3	Corequisites: None												
	3														
	Developmental: (yes/no) <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>No</td></tr> </table>	No													
	No														
Contact Hours: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>Lecture:</td><td>3</td></tr> <tr><td>Clinical:</td><td>0</td></tr> <tr><td>Lab:</td><td>0</td></tr> <tr><td>Studio:</td><td>0</td></tr> <tr><td>Other:</td><td>0</td></tr> <tr><td>TOTAL:</td><td>3</td></tr> </table>	Lecture:	3	Clinical:	0	Lab:	0	Studio:	0	Other:	0	TOTAL:	3	Other Requirements: None		
Lecture:	3														
Clinical:	0														
Lab:	0														
Studio:	0														
Other:	0														
TOTAL:	3														
Class Maximum: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>35</td></tr> </table>	35														
35															
Semesters Offered: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>Sp</td></tr> </table>	Sp														
Sp															
	Catalog Course Description: Growth and development of infants and toddlers are explored. Students learn developmentally-appropriate care-giving practices, based on the emotional, social, physical, cognitive, language, and creative areas of development. Topics include curriculum for infants and toddlers; health and safety issues; creating environments; and parents as partners in the care and nurturing of young children.														
	Topical Outline: List course content in outline format. <ol style="list-style-type: none"> 1. Pregnancy, Birth and the World of the Newborn 2. Emotions in Infancy, Attachment and Bonding 3. Infant and Toddler Development 4. Programs for Infants: Appropriate Environments—Indoor/Outdoor 5. Programs for Toddlers: Appropriate Environments—Indoor/Outdoor 6. Health and Safety Issues: Healthy and Safe Environments 7. Curriculum for Infants and Toddlers: Play, Routines, Meeting Developmental Needs 8. Age and Developmentally Appropriate Toys, Materials 														

	<p>9. Licensing Regulations for Infant and Toddler Programs</p>
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. define and discuss emotions, attachment and bonding in infancy 2. identify, discuss, and recognize milestones of development in infancy and toddlerhood 3. cite and discuss NAEYC developmentally appropriate practices for infant and toddler programs in social, emotional, physical, cognitive, language, and creative development 4. plan appropriate indoor and outdoor environments for infants and toddlers in group care 5. plan age/stage appropriate curriculum for infants and toddlers focusing on play, routines, and meeting developmental needs 6. select age/stage appropriate toys and materials for infants and toddlers 7. discuss health and safety issues for consideration, when planning for the care of infants and toddlers, to ensure healthy and safe environments 8. cite and discuss the importance of including “parents as partners” in the caring, and nurturing of young children <hr/> <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><u>EARLY CHILDHOOD EDUCATION A.S. DEGREE:</u></p> <ol style="list-style-type: none"> 1. use knowledge of how children develop and learn in order to provide opportunities that support the physical, emotional, social, language, cognitive, and aesthetic development of all young children from birth through age 8 2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children 3. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities 7. establish and maintain physically and psychologically safe and healthy learning environments for children 8. establish and maintain positive collaborative relationships with families 16. demonstrate awareness of, and commitment to, the profession’s Code of Ethical Conduct <hr/> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>5. Information Literacy/Continuing Learning - Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.</p> <p>Demonstrates: Collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.</p> <p>Does Not Demonstrate: Does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <p>Journal Site observations and documentation Quizzes Research paper Research presentation (oral and visual)</p>

<p>Instructional Resources:</p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Library ECE Room books and resources</p> <p>Desired: None</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>