

Collin College Syllabus

<u>Course Number:</u>	CDEC 1321
<u>Course Title:</u>	The Infant and Toddler
<u>Course Description:</u>	A study of appropriate infant and toddler programs (birth to age 3), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching/guidance techniques. Lab required.
<u>Course Credit Hours:</u>	LECTURE HOURS: 3 LAB HOURS: 1 CLN/REC HOURS: 0
<u>Prerequisite:</u>	NONE
<u>College Repeat Policy:</u>	<i>A student may repeat this course only once after receiving a grade, including "W".</i>

Student Learning Outcomes:

1. Summarize prenatal development.
 - a. Outline stages and major milestones of prenatal development.
 - b. Identify and describe possible environmental factors (teratogens) 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.

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 care-giving.
 - 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 care-giving.
 - e. Explain appropriate teacher roles and responsibilities for caregivers of children under three.
 - f. Describe daily routines used in infant/toddler classrooms and their importance in meeting children's needs.
 - g. Discuss unique health and safety needs of infants and toddlers.
 - h. Develop appropriate schedules for infants and toddlers.
 - i. Discuss ways to include infants and toddlers with special needs into a quality program.
6. 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.
 7. 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.
 8. Use developmentally appropriate teaching/guidance techniques.
 - a. Apply principles of care-giving 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.

Attendance Policy:

See the current *Collin Registration Guide* for the last day to withdraw.

Religious Holy Days: please refer to the current *Collin Student Handbook*

ADA Statement: It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) in a timely manner to arrange for appropriate accommodations.

Academic Ethics: The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, and/or falsifying academic records.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for the assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.