

Course Syllabus

Course: **CDEC 1321-151 ~ Infant and Toddler**
Semester: Spring 2022
Online Instructor: Cherri Stallings
Class Times: Online ~ Blackboard
Office: Reese Campus - Building 5
Office hours: Remote, by appointment
Mobile phone: (806) 392-4122
Email: cstallings@southplainscollege.edu

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

Course description

This course is a study of appropriate infant & toddler programs (birth to age 3), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching /guidance techniques.

Student Learning Outcomes

	NAEYC Standards (see attached)
Summarize prenatal development and the birth process	Standard 1- Child Development
Discuss theories of development as they apply to infants and toddlers	Standard 1- Child Development
Outline growth and development of children from birth to age 3	Standard 1- Child Development
Analyze components of teacher-child interactions and elements of appropriate indoor and outdoor environments	Standard 4- Developmentally Effective Approaches
Provide developmentally appropriate materials and activities, and use developmentally appropriate teaching/guidance techniques	Standard 4- Developmentally Effective Approaches

Course Objectives **SCANS (C) and Foundations (F) Skills attached.**

1. Summarize prenatal development.

- Outline stages and major milestones of prenatal development. (C6, C18)
- Identify and describe possible environmental factors (teratogens) and their effects on the developing embryo or fetus. (F11, C7))
- Describe components of good prenatal care. (C7, F6)

2. Summarize the birth process.

- Describe stages of labor. (C6)
- Compare methods of delivery. (F8, C7)
- Describe possible complications of delivery. (F8, F9)
- Discuss effects of medication during the birth process. (C7)

3. Discuss theories of development as they apply to infants and toddlers.

- Compare the impact of nature and nurture on the development child. (F12)
- Practice authentic observations of infants and toddlers in relation to developmental milestones. (C5, C6, F5)

4. Outline growth and development of children from birth to age 3.

- Describe principles of development. (F1, F12, C5)
- Explain the importance of brain research as it relates to growth and development of infants and toddlers. (C7, F6, C18)
- Describe physical, fine and gross motor and perceptual development. (F1, F2, F5)
- Describe cognitive development. (F6, F11)
- Describe social development. (C5, C6, C7)
- Describe emotional development, including self-concept & self-esteem.(C5, C6, F14)
- Describe receptive and expressive language development. (C5, C7)
- Describe literacy development. (F11, F12)
- Define "at-risk" as it applies to infants and toddlers. (F8, F12, F9)
- Identify community resources available for early intervention. (C-4, F15, F15)

5. **Analyze components of quality infant/toddler caregiving.**
 - a. Discuss social and cultural influences that impact infant/toddler care. (F5, F6, F9, F12)
 - b. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families. (C14, C9, F15)
 - c. Explain principles of quality caregiving. (C-11, C-12)
 - d. Explain appropriate teacher roles and responsibilities for caregivers of children under three. (F4, F6, C10, C12)
 - e. Describe daily routines used in infant/toddler classrooms & their importance in meeting children's needs. (F8, F9)
 - f. Discuss unique health & safety needs of infants and toddlers. (C1, C10,)
 - g. Develop appropriate schedules for infants and toddlers. (C17)
 - h. Discuss ways to include infants and toddlers with special needs in a quality program. (C17, C18, C20, F11)
 6. **Analyze elements of appropriate indoor & outdoor environments.** (C3)
 - a. Describe developmentally appropriate indoor environment for infants. (C3)
 - b. Identify characteristics of effective room arrangements for infants. (C3, F8, F11)
 - c. Describe developmentally appropriate indoor environment for toddlers. (C3, F11)
 - d. Identify characteristics of effective room arrangements for toddlers.(C3, F11)
 - e. Describe developmentally appropriate outdoor environments for toddlers. (C3, F11)
 - f. Explain how indoor and outdoor environments can be adapted for infants/toddlers with special needs. (C3, F11)
 7. **Provide developmentally appropriate materials and activities.**
 - a. Choose and/or make developmentally appropriate materials for use in infant / toddler classrooms. (C2, C3,C4, F13, F7, F8)
 - b. Plan and implement developmentally appropriate learning activities for infants/toddlers, including those with special needs. (F11, F12, C14)
 8. **Use developmentally appropriate teaching/guidance techniques.**
 - a. Apply principles of caregiving in a classroom with children under three. (C15, C16, C4, F9, F15)
 - b. Use appropriate transitions with infants and toddlers. (F7, F8, C17)
 - c. Use appropriate direct and indirect guidance techniques with infants and toddlers. (F11, F15, C7)
 - d. Demonstrate appropriate procedures for feeding, diapering, toileting, dressing, sleeping. (F11, C10)
 - e. Demonstrate teamwork skills working with colleagues in infant/toddler classrooms. (C9, F11, F17)
-

Evaluation Methods

1. Attendance & Participation in discussion
2. Weekly Discussion Board- 2 Post due every Thursday before 11:59 PM
3. Weekly reading assignments
4. Infant & Toddler Activity Plan Assignments

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS & Foundations skills *See correlation to Course Competencies, and attached SCANS & Foundations Skills.

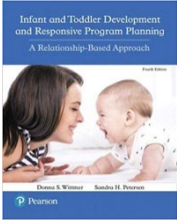
Resources
Information
Interpersonal Skills

Systems
Technology
Basic Skills

Thinking Skills
Personal Qualities

SPECIFIC COURSE REQUIREMENTS

Text and Materials



Wittmer, D.S., & Petersen, S.H. (2017). Infant and toddler development and responsive program planning: A relationship-based approach (4th ed.). Upper Saddle River, NJ: Pearson.

ISBN-13 : 978-0134450094

Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>

Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

Students in this course attend class online. Attendance includes logging into the course **2-3 times per week**, to be documented through the Blackboard system.

If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to initiate a drop from the course. **Course withdrawals** are done through the registrar's office. See instructions on Drop Process in Blackboard in Syllabus Folder. Last drop date for the college is **April 28, 2022**.

Exam Policy

Exams will be administered only on given dates/times, unless prior arrangements have been made with instructor.

Communication Policy

- ➔ Primary communication between instructor and students in this course should take place through **Blackboard Mail**.
- ➔ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to **check SPC email on a regular basis**. ***If you need to email the instructor you need to have the subject of the email to be CDEC 1321 Infant & Toddler followed by the subject of the email. Example: CDEC 1321 Infant & Toddler: Question about Assignment 1***
 - ➔ **Students may expect instructor responses to email messages within 48 hours.**

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. See signature form.

Grading Policy

Grades for this class will be determined by the following criteria:

Syllabus Quiz	50 points
Discussion Board (25 Post @ 16)	400 points
Mid Term Exam	125 points
Activity Plans (5 @ 60 points)	300 points
Final Exam	125 points
	1000 points

900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F

NOTE: Students must earn a **C** or above for course to be applied to a Child Development certificate or degree.

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

COURSE OUTLINE

- | | |
|---|--|
| <p>I. Early Development
A. Prenatal
B. Birthing Process
C. Newborns</p> <p>II. Physical Domain
A. Physical Development (0-3 years)
B. DAP Infant Environments
C. DAP Toddler Environments</p> | <p>III. Social/Emotional Domain
A. Social/Emotional Development (0-3 years)
B. DAP Infant Environments
C. DAP Toddler Environments</p> <p>IV. Cognitive/Language/Literacy Domain
A. Cognitive/Language/Literacy Development (0-3 years)
B. DAP Infant Environments
C. DAP Toddler Environments</p> |
|---|--|

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office in rooms 809 and 811, Reese Center Building 8, 806-716-4654.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

SCANS COMPETENCIES

RESOURCES

- C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.
- C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
- F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty—chooses ethical courses of action.

National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



January 2022

- I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature

Date

No signature needed for online class. There will be a section of the syllabus quiz where you will agree to the above statements.