



Course Number and Title: ECE 121 Infant & Toddler Methods & Lab

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2019-51

Prerequisite:

ENG 090 or ENG 091, SSC 100 or concurrent

Co-Requisites:

None

Course Credits and Hours:

4.00 credits

3.00 lecture hours/week

4.00 lab hours/week

Course Description:

This course introduces programs designed for infants and toddlers. The emphasis is on child/caregiver interaction, developmentally appropriate practice for infants and toddlers, and managing child care programs. Topics include plans for developmentally appropriate activities for infants and toddlers in the areas of social/emotional development, cognitive and language development, and sensory motor development. The course requires 45 hours of field experience at a center designated by the department. Students must provide their own transportation to and from placement sites.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Disclaimer:

This course requires 45 hours of field experience at a center designated by the department. Students must provide their own transportation to and from placement sites.

Core Course Performance Objectives (CCPOs):

1. Explain theories, philosophies, and guidelines for the care of infant and toddlers. (CCC 1, 4; PGC 1, 5)
2. Analyze important developmental issues relevant to the care of infants and toddlers. (CCC 2; PGC 1, 3, 5)
3. Interpret the state licensing regulations and National Association for the Education of Young Children (NAEYC) professional standards for the appropriate care of infants and toddlers. (CCC 2,4; PGC 4)
4. Categorize developmental milestones relevant to infant and toddler growth and development. (CCC 2; PGC1)
5. Plan a developmentally appropriate curriculum for promoting cognitive, language, and motor development and for nurturing social competence in a center-based and family child care facility. (CCC 1,3; PGC 3)
6. Design a developmentally appropriate safe, healthy, and nurturing environment for infants and toddlers. (CCC 1, 2, 3, 4; PGC 1, 3, 4, 5).
7. Interpret the role of the primary caregiver in infant and toddler programs. (CCC 1, 2; PGC 5)
8. Plan environments that promote social-emotional, sensory-motor, cognitive, and language development in both the infant and toddler based on the current Delaware Infant/Toddler Early Learning Foundations Standards (DI/TELFs). (CCC 1, 2, 3, 4, 5; PGC 1, 3, 4, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Explain theories, philosophies, and guidelines for the care of infant and toddlers.
 1. Develop a timeline that charts infant and toddler care from a historical perspective.
 2. Summarize concerns and beliefs related to infant/toddler care.
2. Analyze important developmental issues relevant to the care of infants and toddlers.
 1. Identify the beliefs and underlying assumptions of the major theories related to social-emotional, sensory-motor, and cognitive/language development.
 2. Summarize the importance of the first three years of life in terms of the development of competence.
 3. Differentiate maturational, behavioral, and constructivist-developmental theories in terms of ages, stages, and individual differences.
3. Interpret the state licensing regulations and National Association for the Education of Young Children (NAEYC) professional standards for the appropriate care of infants and toddlers.
 1. Identify the state licensing regulations for maintaining appropriate care of infants and toddlers.
 2. Compare state licensing standards with the NAEYC standards for infant and toddler care programs.
 3. Explain the ethical and professional standards, including confidentiality, that relate to early childhood education.
 4. Explain staffing considerations, including ratios for the care of infants and toddlers.
4. Categorize developmental milestones relevant to infant and toddler growth and development.
 1. Identify the sensory-motor, social-emotional, cognitive, and language characteristics unique to infants and toddlers.
 2. Compare and contrast the different milestones in sensory-motor, social-emotional, cognitive, and language characteristics unique to infants and toddlers.
5. Plan a developmentally appropriate curriculum for promoting cognitive, language, and motor development and for nurturing social competence in a center-based and family child care facility.
 1. Define *attachment*.
 2. Identify factors that influence an infant's adjustment to a group setting.
 3. Describe caregiver/infant and toddler interactions related to holistic development.
 4. Prepare play materials lists that promote the holistic development in infants and toddlers.
 5. Explain how to nurture appropriate social behaviors for children between the ages of two and three in relation to aggression, temper tantrums, biting, and other problem behaviors.
 6. Plan a language activity for infants and toddlers.
 7. Plan a sensory-motor activity for infants and toddlers.
 8. Plan exploratory activities for infants 12 to 15 months and for toddlers 18 to 24 months.
6. Design a developmentally appropriate safe, healthy, and nurturing environment for infants and toddlers.
 1. Identify the basic design features that meet the space, safety, and comfort needs of infants and toddlers.
 2. Explain the criteria for furnishings, equipment, and play materials.
 3. Design a developmentally appropriate safe, healthy, and nurturing environment for infants and toddlers.
 4. Examine the quality infant and toddler care using the Infant Toddler Environmental Rating Scale (ITERS) for infant/toddler environments.
7. Examine the role of the primary caregiver in infant and toddler programs.
 1. Summarize caregiver qualifications and desirable staff characteristics using the state licensing regulations.
 2. Explain the responsibilities and duties of a primary caregiver in infant and toddler programs.
8. Plan environments that promote social-emotional, sensory-motor, cognitive, and language development in both the infant and toddler based on the current Delaware Infant/Toddler Early Learning Foundations Standards (DI/TELFs).
 1. Select and organize materials and equipment to create appropriate environments for infants and toddlers.
 2. Explain guidelines for play areas that include preparation, supervision, and clean-up procedures.
 3. Develop lesson plans that foster social-emotional, sensory-motor, cognitive, and language development.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
2-4 Exams – Summative (equally weighted)	20%
Summative Assessments	
-Lesson Plans (Written) (20%)	35%
-Lesson Plans (Presentation) (15%)	
Practical Experience/Lab Summative	30%
Formative Assessments	15%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**ECEAATBTS**

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

ECEAASECD

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curricula for quality infant/toddler and preschool children in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.