OFFICIAL SYLLABUS

DISCIPLINE : EDEC
COURSE : 321

A. Catalog Entry

EDEC 321 : Early Development and Learning: Infants and Toddlers

Abbreviation: (EARLY DEV & LRNG INF & TOD)

Three (3) hours lecture and one (1) hour lab (4)

Prerequisite or co-requisite HUMD 300, PSYC 317, or equivalent, 2.5 GPA; or permission of instructor

Course Description:
Designed to provide knowledge of the dynamic interrelated physical, social, emotional, and cognitive development of infants and toddlers, and a foundation for understanding learning patterns of young children from birth through three years. Application of appropriate practices that enhance learning will be explored. Theories and methods of child study and observation within cultural and family contexts will be addressed. Students will go to field sites regularly to observe and interact with infants and toddlers.

B. Detailed Description of Content of Course

I. Historical views of children, development, and learning theories
   A. Historical perspectives
   B. Foundations for developmentally appropriate programs
      1. Definitions
      2. Principles and trends
      3. Administrative issues

II. Issues related to observing and studying children
   A. Professional ethics
   B. Data collection methods
   C. Assessment
   C. Case study

III. Prenatal development: Heredity and environmental influences

IV. The Neonate: Development and learning

V. The Infant
   A. Physical growth and developmental trends
      1. Growth and physical development
      2. Developmental delays
      3. Health
      4. Safety
5. Nutrition and feeding
   a. nutrition for infants
   b. finger foods and self-feeding
B. Perception, language, cognition
C. Sensorimotor play
D. Cultural and ethnic diversity
E. Children with special needs
F. Environment
   1. Grouping
   2. Scheduling
G. Technology and materials
   1. Appropriate technology and materials
   2. Arranging
   3. Maintenance for technology equipment and materials
H. Interactions
   1. Social interaction and cognition
   2. Adults and infants
   3. Infants and children
   4. Staff and parents
I. Curriculum
   1. Appropriate for infants
   2. Implementing the program
   3. Activities and transitions
J. Assessment
   1. Assessing infant development
   2. On-going assessment to guide curriculum and interactions
   3. Program assessment

VI. The Toddler
A. Physical growth and developmental trends
B. Perception, communication and cognition
C. Personality and social learning
D. Imagination, creativity and play
E. Curriculum
   1. Appropriate activities for toddlers
   2. Implementing the program
   3. Activities and transitions
F. Indoor and outdoor environment
   1. Appropriate technology and materials and maintenance
   2. Classroom design and organization
   3. Outdoor design and organization
   4. Monitoring for safety and maximum learning
G. Self-help Skills:
   1. Toileting
   2. Eating
   3. Sleeping
   4. Dressing and undressing
H. Guidance
   1. Social interaction and cognition
   2. Setting limits
   3. Role of the physical environment
4. Discipline
5. Aggression
6. Prosocial behavior
7. Developing positive self-esteem

I. Assessment
1. Developmental assessment
2. On-going assessment to guide curriculum and instruction
3. Program evaluation

J. Diversity
1. Cultural and ethnic
2. English as a second language

K. Children with disabilities
1. Screening/referral
2. Child and family service plan

V. Regulations and policies
A. State Department of Social Services
1. Staffing considerations
2. Health, safety and nutritional concerns
B. National standards
C. Accreditation.

C. Detailed Description of Conduct of Course

This class will include lecture, video/films, guest speakers, curriculum projects, field trips, demonstration, role-playing, on-site observations and supervised lab experiences.

D. Goals and Objectives of Course

Goals, objectives, and assignments in the class address NCATE Standards 1b: Pedagogical Content Knowledge, 1c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates and 1g: Professional Dispositions for all candidates.

Objectives below also include the following standards:

- Virginia Department of Education (VDOE) Licensure Standards Early childhood special education Competency #9: Child growth and development

- National Association for the Education of Young Children (NAEYC) Standard
  - Standard #1: Promoting Child Development and Learning
  - Standard #2: Building Family and Community Relationships
  - Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families
  - Standard #4: Teaching and Learning
  - Standard #5: Becoming a Professional

- Council for Exceptional Children (CEC/DEC) Common Core Standards
  - Standard #1: Foundations
  - Standard #2: Development and Characteristics of Learners
Upon successful completion of EDEC 321, students will be able to:

1. Describe the child’s growth and development from conception through toddlerhood. (IDEC 1.1)
2. Demonstrate the ability to recognize the dynamic and interrelated growth/development and learning patterns of young children. (IDEC 1.1)
3. Identify and use effective and ethical means for studying and observing young children. (IDEC 3.2)
4. Demonstrate sensitivity to family diversity. (IDEC 2.2)
5. Identify the cultural and social factors that influence the child’s development and learning. (IDEC 2.1)
6. Identify the critical role that parents and other caregivers have in working with children including those with special needs. (IDEC 2.1)
7. Demonstrate the ability to select appropriate strategies, methods, and practices based on the child’s age and family background. (IDEC 4.3)
8. Communicate effectively with the important adults in a child’s life. (IDEC 6.4)
9. Plan and implement developmentally appropriate curriculum based on child development research and theory, on individual children, the community and curriculum goals and content. (IDEC 4.3)
10. Establish and maintain physically and psychologically safe and healthy learning environments for young children. (IDEC 4.1)
11. Promote good nutritional and health habits for young children. (IDEC 4.5)
12. Organize, plan, and keep accurate records. (IDEC 3.2)
13. Use space, relationships, materials, resources, and routines to construct interesting, secure and enjoyable environments that encourage exploration and learning. (IDEC 4.1)
14. Communicate effectively with professionals concerned with children and with agencies in the larger community to support children’s development learning and well-being. (IDEC 6.4)
15. Demonstrate an understanding of basic principles of administration, organization, evaluation, and operation of early childhood programs. (IDEC 6.2)
16. Reflect on their practices; articulate a philosophy and rationale for decisions; continually self assess; and evaluate the effects of their choices and actions on others as a basis for program planning and modification, and continuing professional development. (IDEC 6.7)
17. Demonstrate awareness of and commitment to the professions code of ethical conduct. (IDEC 6.5)
18. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators. (IDEC 6.3)

19. Teach under supervision of qualified professionals in providing services to infants/toddlers and families in childcare settings, and will analyze their experiences. (IDEC 5.1)

20. Use technology as a tool for teaching and learning of infants/toddlers. (IDEC 6.8)

21. Demonstrate appropriate professional writing skills. (IDEC 6.9)

E. Assessment Measures

- Written tests
- Student observations and field notes
- Completion of lab hours
- Assessment based activity plans, implementation, and reflection for a particular child or a group
- Key NCATE Performance Assessment: “Activity Plans for Infants and Toddlers”

F. Other Course Information

This class will have a regular field experience equivalent of one (1) lab hour per week.