



**TRINITY VALLEY COMMUNITY COLLEGE  
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students.** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

**Course Title**

The Infant and Toddler

**Course Prefix and Number**

CDEC 1421

**Department – Division**

Education/Business & Computer Science

**Course Type** – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)
- **Academic TVCC Core Course**
- x - **WECM Courses**

**Semester Credit Hours: Lecture Hours: Lab/other hours**

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	3

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify: \_\_\_\_\_

Field experiences involving children from birth to three years in varied and diverse populations.

**Course Catalog Description**

A study of appropriate programs for infants and toddlers – children from birth to three years. To include an overview of development, quality care-giving routines, appropriate environments, materials and activities, and teaching/guidance techniques.

\_\_\_\_\_

**Prerequisites/co requisites**

None

**Topical Outline**

1. Historical Influences on Development and Care
2. A Developmental Perspective on Educating Infants and Toddlers
3. Birth to Thirty-Six Months: Developmental Patterns
4. The Three A's: The Master Tools for Child Care
5. Effective Preparation and Tools for Professional Educators
6. Building Relationships with Infants and Toddlers
7. Supportive Communication with Families and Colleagues
8. The Indoor and Outdoor Environment
9. Designing the Curriculum
10. The Child from Birth to Four Months of Age
11. The Child from Four to Eight Months of Age
12. The Child from Eight to Twelve Months of Age
13. The Child from Twelve to Eighteen Months of Age
14. The Child from Eighteen to Twenty-four Months of Age
15. The Child from Twenty-four to Thirty Months of Age
16. The Child from Thirty to Thirty-six Months of Age

**Course Learning Outcomes**

1. To acquire an understanding of the development of infants and toddlers.
2. To explore principles, methods and materials for helping young children during infancy and toddlerhood in a safe, healthy and nurturing environment.
3. To create developmentally appropriate curriculum, activities and schedules to establish and maintain a quality environment for infants and toddlers.
4. To develop the skills of designing and implementing a developmentally appropriate learning environment for infants and toddlers.

**Relationship to General Education Outcomes** – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an "X"	General Education Outcome
x	A. To communicate clearly and effectively in both oral and written English.
x	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.

	C. To understand mathematical information and utilize mathematical skills.
	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
x	J. To develop skills and strategies to become an engaged learner.

**Required Text(s)**

Infants and Toddlers; Curriculum and Teaching by Watson, Watson & Wilson  
Current edition

**Optional Text(s)**

**Material/Technology to be supplied by the student.**

**Course Requirements/Grading System** – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

The lecture grade will be an average of class participation grades, outside research and report grades, pop-quizzes, three regular tests and a final exam. Field experience will count for 25% of the total average. The final course grade will be determined using the following scale:

- 100-90      A
- 89-80      B
- 79-70      C
- 69-60      D
- 59 or below      F

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date