

- I. Ed 331: Infants and Toddlers: Development, Curriculum and Teaching
- II. 3 Credit Hours
- III. Course Description: A study of appropriate infant and toddler programs (birth to age three), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching/guidance techniques. This methods course will be required for all Early Childhood endorsement candidates.
- IV. Place of Course in the Curriculum: This course will be taken by Early Childhood candidates during their junior year.
- V. Goals and Objectives of the Course:
 - 1. Provide pre-service teachers with information about development in all domains in the years birth through age three.
 - 2. Provide pre-service teachers with various techniques for working with infants and toddlers in the context of responsive, relationship-based care.

Objectives:

- 1. Identify the patterns of normal cognitive, language, emotional-social, and motor development that are observed between birth and three years of age.
- 2. Identify how qualities in parent/caregiver/teacher relationships affect the infant's brain development, current and future behavior.
- 3. Demonstrate skill in using various techniques to observe and interpret the behavior of infants and toddlers.
- 4. Analyze observations to assess development, individuality, and responses to the care giving received for children ages birth to three.
- 5. Demonstrate knowledge of teachers' roles in enhancing infant and toddler development.
- 6. Recognize the necessary components of developmentally appropriate indoor and outdoor environments for children birth through age three.
- 7. Develop appropriate curriculum plans, routines, and schedules for children birth through age three.
- 8. Demonstrate knowledge and dispositions in supporting and involving families of infants and toddlers.

VI. Course Content:

- 1. Historical influences on development and care for infants and toddlers.
- 2. Understanding and using theories in infant/toddler care.
- 3. Prenatal, birth and brain development.
- 4. Emotional development, attachment, and relationships.
- 5. Social development and learning with peers.
- 6. Cognitive development and learning.

7. Language development and learning.
8. Motor development and learning.
9. Creating relationship-based curriculum.
10. Establishing quality routines, environments and opportunities for infants and toddlers.
11. Supportive relationships and communication with families of infants and toddlers.
12. Including infants and toddlers with disabilities in quality programs.
13. Evaluating quality in infant and toddler programs.

VII. Methodology:

1. Large and small group discussions
2. Observations
3. Documentation
4. Videos and DVDs
5. Classroom visits
6. Lecture
7. Case studies
8. Cooperative planning
9. Activity centers
10. Individual and group presentations

VIII. Student Roles:

1. Complete assigned readings.
2. Participate in class discussion and centers.
3. Participate in any class visits to observe exemplary infant/toddler programs
4. Perform three observations of infants or toddlers in group settings.
5. Design a schedule and curriculum for a child in an infant/toddler classroom.
6. Design an infant/ toddler indoor and outdoor environment.
7. Complete quizzes and final examination.
8. Keep a journal of responses to case studies and observation videos shown in class.

IX. Evaluation:

Class participation/attendance	10%
Journal	15%
Observations	15%
Other assignments/quizzes	45%
Final	15%

X. Bibliography

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