SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 01-09-23
Syllabus Statements

I. CATALOG DESCRIPTION

Course Number:	ECED 1110
Course Title	Infant and Toddler Development
Prerequisite(s):	None
Catalog Description:	This course focuses on typical/atypical development of children in the prenatal period of development through 36 months. Planning curriculum in the domains of physical growth and motor skills, cognition and language, and social/emotional development are examined across diverse settings.
Credit Hours:	3.0
Class Hours:	45
Lab Hours:	0
Total Contact Hours:	45

II. COURSE OBJECTIVES: *Course will:*

A. Demonstrate knowledge of physical and motor growth and development, cognitive and language development, and social/emotional development prenatal to 36 months.

B. Identify how to arrange and equip a physical setting to create an active learning environment for infants and toddlers.

C. Identify ways to establish supportive adult-child and adult-adult interactions.

D. Recognize children in the context of their families, culture, and community.

E. Identify health and safety practices vital in caring for infants and toddlers.

F. Examine developmentally appropriate curriculum, play, and activities for infants and toddlers based on state and national guidelines and standards.

G. Develop an awareness of the resources and supports available to support children with exceptionalities and their families.

H. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. Student Learning Outcomes: *Student will be able to:*

1. Identify physical, cognitive, social/emotional and language developmental milestones of infants and toddlers.

2. Explain physical, social/emotional, and cognitive differences of children, in context.

3. Record an observation of an infant/toddler according to developmental milestones.

4. Identify, select and design a developmentally appropriate environment for infants and toddlers.

5. Describe the importance of consistent nurturing relationships between adults and infants and toddlers.

6. Describe ways to enhance the connection between families, culture, and the community.

7. Demonstrate the ability to provide healthy and safe practices in caring for infants and toddlers.
8. Plan a developmentally appropriate curriculum and activities for infants and toddlers.
9. Choose resources that might assist children with exceptionalities and their families.
10. Explain the importance of good relationships between parents, teachers, and children.

B. General Education Learning Outcomes

1. GELO #3: Critical Thinking & Problem Solving
   Outcome: Collect, identify, interpret and analyze data.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

A. Active Learning

1. Characteristics of Infants and Toddlers as Learners
2. Environments
3. Routines & Schedules

B. Physical Growth & Motor Development

C. Cognitive Development

D. Language Development

E. Social/Emotional Development

F. Partnerships with Parents

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

1. Swim, Terri Jo, *Infants & Toddlers: Caregiving and Responsive Curriculum Development*, 10th edition, Cengage, 2022. ISBN: 978-0-357-62537-8.
2. Post, Jacalyn and Hohmann, Mary, *Tender Care and Early Learning*, 2nd edition, High/Scope Press, 2011. ISBN: 978-1-57379-583-8.

B. Other Resources:

1. None

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		

B	80-84	D	60-64

VIII. SPECIFIC COURSE REQUIREMENTS

A. A grade of "C" or higher is required to count toward an ECED degree.