

**SOUTHEAST COMMUNITY COLLEGE**  
**DIVISION OF ARTS AND SCIENCES**  
**Early Childhood Education**  
**Revision Date: 07-01-21**  
[Syllabus Statements](#)

**I. CATALOG DESCRIPTION**

Course Number: ECED 1112  
Course Title Applied Infant and Toddler Concepts  
Prerequisite(s): ECED1110, ECED1610, and ECED1620  
Catalog Description: A continued and in-depth study and application of typical growth and development of the child from birth through age two. Infusion of exceptionalities into course work to prepare the student to work with children with disabilities. Developmentally appropriate practices and curriculum are examined. Emphasis on supporting partnership with the family as a crucial factor in the child's development and learning. This course is a prerequisite for ECED2901 Child Care Head Teacher Cooperative Experience and ECED2902 Cooperative Experience completion in an infant or toddler setting.

Credit Hours: 2.0  
Class Hours: 30  
Lab Hours: 0  
Total Contact Hours: 30

**II. COURSE OBJECTIVES:** *Course will:*

- A. Review physical/motor, cognitive/language, and social/emotional development 0-3 years.
- B. Identify components of a developmentally appropriate music time for young infants, mobile infants, or toddlers.
- C. Identify a developmentally appropriate curriculum for children under 3 years.
- D. Identify appropriate guidance methods for use in caring for infants and toddlers.
- E. Identify ways to support positive relationships with children, parents, and the community.
- F. Identify ways to effectively and developmentally handle daily routines.
- G. Identify developmentally appropriate physical environments for infants and toddlers.

**III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:**

- A. Student Learning Outcomes: *Student will be able to:*
  - 1. Identify physical/motor, cognitive/language, and social/emotional developmental milestones of young infants, mobile infants, and toddlers.
  - 2. Explain physical/motor, cognitive/language, and social/emotional differences of children.
  - 3. Observe and record infant/toddler developmental milestones.
  - 4. Plan and carry out a developmentally appropriate music time with young infants, mobile infants, or toddlers.
  - 5. Plan and carry out a developmentally appropriate first art experience with a small group of toddlers.
  - 6. Plan a developmentally appropriate experience for each age level: young infant, mobile infant, and toddler. Select from a variety of curriculum areas.

7. Carry out one planned experience with choice of age level, including follow-up reflection and responsive plan.
  8. Identify guidance methods appropriate for a group of toddlers.
  9. Identify unique concerns of families with children under age 3.
  10. Identify ways to welcome families to a child care program.
  11. Identify ways to involve families in the program.
  12. Identify ways to communicate with families.
  13. Develop an individual infant daily schedule and a toddler group daily schedule.
  14. Design a developmentally appropriate room arrangement/environment/appropriate equipment for each age level: young infants, mobile infants, and toddlers.
- 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. Developmental Profile of the Young Infant, Mobile Infant, and Toddler
- B. Developmentally Appropriate Curriculum
- C. Developmentally Appropriate Environments
- D. Appropriate Guidance Methods
- E. Creating a Daily Routine
- F. Building Supportive Relationships with Parents

**V. INSTRUCTIONAL MATERIALS**

- A. Required Text(s):
  1. Swim, Terri Jo, *Infants & Toddlers*, 9<sup>th</sup> edition, Cengage, 2017. ISBN-13: 1-305-63826-6.
  2. Copple, Carol, and Sue Bredekamp. *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8*. National Association for the Education of Young Children, 2009.

**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 the following: lecture and class discussion, multimedia and/or videos, projects, field trips, guest speakers.

**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 timely submission required assignments. 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.