

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-23
[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 study of developmentally appropriate approaches to teaching across all developmental domains and content areas. Typical development, relationships with families, and the role of community & culture, as previously addressed in ECED 1110, are reviewed as well as NAEYC's three core considerations to inform decision making regarding infant/toddler care and curriculum preparation. Additionally, students will observe children within the specified age-range and implement learning opportunities with these children. This course is a prerequisite for ECED2901 Child Care Head Teacher 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 and milestones of children prior to their third birthday.
- B. Identify components of developmentally appropriate curriculum planning that includes developmental domain and curricular/content area planning for young infants, mobile infants, or toddlers.
- C. Explore a variety of curriculum approaches used with infants and toddlers.
- 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. Explore the intersection of developmental domains and content (curriculum) areas in order to plan developmentally appropriate learning experiences in physical, cognitive, language and social emotional development areas.

5. Implement developmentally appropriate learning experience for two of the three age ranges studied in the course (young infant, mobile infant, and toddler) selected from a variety of curriculum/content areas.
 6. Identify guidance methods and strategies appropriate for a group of toddlers.
 7. Identify ways to address the unique developmental concerns of families with children under age 3.
 8. Identify methods to welcome families, communicate and involve families in the child care program.
 9. 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. Curriculum Approaches
- C. Developmentally Appropriate Curriculum – Language & Literacy, The Arts, Math, Science & Social Studies
- D. Developmentally Appropriate Environments
- E. Building Relationships & Guiding Behavior
- F. Early Intervention
- G. Building Supportive Relationships with Parents
- H. Community Resources

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 1. Swim, Terri Jo, *Infants & Toddlers*, 10th edition, Cengage, 2023. ISBN-13: 1-305-63826-6.
 2. *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8*. National Association for the Education of Young Children, 4th edition, 2022.

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
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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.