COURSE OUTLINE
ECHD 131 INFANTS AND TODDLERS

REVISED BY: Maureen P. Maiocco, Ed.D.
Christina Martin, MST

NOVEMBER 2002
Revised: Spring 2015

ECHD 131 INFANTS AND TODDLERS
A. **TITLE:** Infants and Toddlers

B. **COURSE NUMBER:** ECHD 131

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE (OPTIONAL):** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Spring

G. **HOURS OF LECTURE:** Three hours of lecture per week

H. **CATALOG DESCRIPTION:**
Supporting the social, cognitive, emotional, and physical development of children under the age of three requires that caregivers have a solid understanding of child development, developmentally appropriate practice, and child guidance for young children. This course will explore these content areas fully and challenge students to integrate their knowledge into a framework for guiding responsible decision-making in providing optimal high quality care for infants and toddlers.

I. **PRE-REQUISITES:** ECHD 101 Introduction to Early Childhood or Permission of the Instructor

**CO-REQUISITES:** None

J. **GOALS:**
At the completion of this course the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Objectives:</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify and define the sequence of typical milestones for children birth to thirty six months in all developmental domains: cognitive, physical, language/communication, and social/emotional.</td>
<td>2-Crit. Thinking 3-Prof. Competence</td>
</tr>
<tr>
<td>b. Identify and describe the core competencies of an infant/toddler early childhood educator.</td>
<td>1-Communication 3-Prof. Competence</td>
</tr>
<tr>
<td>c. Identify and explain the significance of the caregiver family relationship, and outline specific concerns and strategies for involving families meaningfully in the care of the young child.</td>
<td>1-Communication 2-Crit. Thinking 3-Prof. Competence</td>
</tr>
<tr>
<td>d. Design developmentally appropriate curriculum, play activities, and opportunities for children birth to 36 months.</td>
<td>1-Communication 3-Prof. competence 3-Inter-Intrapersonal</td>
</tr>
</tbody>
</table>

K. **TEXTS:**

L. References:


M. Equipment: Technology Enhanced Classroom

N. Grading Method: A – F

O. Measurement Criteria/Methods:

- Curriculum projects
- Class presentations
- Quizzes
- Writing assignments
- Exams

P. Detailed Topical Outline:

I. History and Trends in Infant & Toddler Care and Development
   a) Historical perspectives
   b) Current perspectives

II. Establishing a Positive Learning Environment
   a) Communicating with Families
   b) Perspective – Taking
   c) Valuing Cultural Diversity
   d) Observing Young Children
   e) Respectfully Guiding Children’s Behavior
f)  Principles of Environment Design
   a.  Teacher Perspective
   b.  Child’s Perspective

   g)  Equipment and Materials

   h)  Child’s Health and Safety

III. Child Development
   a)  Developmental Perspective
   b)  Theories of Child Development
   c)  Physical Development
   d)  Cognitive Development
   e)  Social/Emotional Development
   f)  Language/Communication Development
   g)  Developmental profiles
   h)  Prenatal Development & Care
   i)  Matching Caregiver Strategies, Materials and Experiences to Child Development
      a.  Birth to 4 months of age
      b.  Four to eight months of age
      c.  Eight to twelve months of age
      d.  Twelve to eighteen months of age
      e.  Eighteen to twenty-four months of age
      f.  Twenty-four to thirty months of age
      g.  Thirty months to thirty-six months of age

IV. Professional Early Childhood Educator
   a)  The Three A’s – Attention, Approval and Attunement
   b)  Characteristics of Competent Early Childhood Educators
   c)  Training and Professional Development
   d)  Understanding & guiding infant/toddler behavior
   e)  Curriculum
      a.  Influences
      b.  Routine Care
      c.  Planned Learning Experiences