MASTER SYLLABUS

ECHD 131 INFANTS AND TODDLERS

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SCHOOL OF BUSINESS & LIBERAL ARTS
Social Sciences Department – Early Childhood
2002
Fall 2018
A. **TITLE**: Infants and Toddlers

B. **COURSE NUMBER**: ECHD 131

C. **CREDIT HOURS**: 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE**: No

E. **GER CATEGORY**: None

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

G. **COURSE DESCRIPTION**: In this course students will gain an understanding of the developmental milestones and needs of the young child from infancy to age three. This course will explore the core competencies of the infant-toddler caregiver and the caregiver and family relationship. Students will identify and apply best practices for providing optimal high quality care for infants and toddlers.

H. **PRE-REQUISITES**: None

**CO-REQUISITES**: None

I. **STUDENT LEARNING OUTCOMES**: By the end of this course the student will be able to:

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<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>[3] Understand the sequence of typical milestones of development for children from infancy - 5 years in all developmental domains: cognitive, physical, language/communication, social/emotional, and self-help.</td>
<td>N/A</td>
<td>1 Communication [W] Written</td>
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<td>b. Identify and describe the core competencies of an infant/toddler early childhood educator.</td>
<td>[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.</td>
<td>5</td>
<td>Industry Professional Skills</td>
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<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] Apply the systems approach to studying and understanding children in the context of the family, community, society, environment and culture in which the child lives.</td>
<td>2</td>
<td>Critical Thinking [PS] Problem Solving</td>
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d. Design developmentally appropriate curriculum, play activities, and opportunities for children birth to 36 months.

[7] Apply principles of developmentally appropriate curriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.

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<th>J. Applied Learning Component</th>
<th>Yes</th>
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<td>Classroom / Lab</td>
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<th>K. Texts:</th>
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| M. Equipment: | University Supplied Equipment |

| N. Grading Method: | A – F |
O. MEASUREMENT CRITERIA/METHODS:

- Curriculum Projects
- Presentation
- 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
   G. Teacher Perspective
   H. Child’s Perspective
   I. Equipment and Materials
   J. 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
   J. Birth to 4 months of age
   K. Four to eight months of age
   L. Eight to twelve months of age
   M. Twelve to eighteen months of age
   N. Eighteen to twenty-four months of age
   O. Twenty-four to thirty months of age
   P. 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
F. Influences
G. Routine Care
H. Planned Learning Experience