STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

ECHD 131 INFANTS AND TODDLERS

CIP Code: 13.1210

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Business and Liberal Arts
Social Sciences
Spring 2026

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/ CO/REQUISITES**
   a. Pre-requisite(s): Early Childhood Major (1327), Early Childhood Management Major (2699). Early Childhood Studies Minor, Child Care Micro credential, or permission of instructor
   b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES**:

PLO 2: *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.*		
SLO	**PLO**	**ISLO &Subsets**
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.	2	5
b. Identify and describe the core competencies of an infant/toddler early childhood educator.	2	5
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.	2	5
d. Design developmentally appropriate curriculum, play activities, and opportunities for children birth to 36 months.	2	5

J. **APPLIED LEARNING COMPONENT**: Yes
Classroom / Lab

K. TEXT: To be determined by instructor

L. REFERENCES:

Copple, C. (Ed.), Bredekamp, S. (Ed.), & Koralek, D. (Ed.). (2011). *Developmentally appropriate practice: Focus on infants and toddlers (DAP focus series)*. National Association for the Education of Young Children.

Swim, T. J. (2022). *Infants and toddlers: Caregiving and responsive curriculum development* (10th ed.). Cengage Learning.

Taintor, S., & LaMarr, C. (n.d.). *Infant and toddler care and development*. Open Educational Resource. Retrieved https://socialsci.libretexts.org/

Zero to Three. (2008). *Caring for infants and toddlers in groups: Developmentally appropriate practice* (2nd ed.). Zero to Three.

M. EQUIPMENT: University Supplied Equipment / Learning Management System

N. GRADING METHOD: A – F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Assignments
- Discussions
- Quizzes/Exams
- Final

P. DETAILED TOPICAL OUTLINE:

I. Introduction to Infants and Toddlers
   a. Understanding the role of early childhood educators in infant/toddler development
   b. Introduction to developmental domains
   c. Theories of infant and toddler Development (Piaget, Vygotsky, and Erikson)
   d. Brain development and early learning

II. Physical Development
   a. Reflexes and gross/fine motor skills
   b. Safe and stimulating environments for physical growth

III. Cognitive Development
    a. Sensory exploration
    b. Play and problem-solving skills

IV. Social/Emotional Development
    a. Attachment Theory
    b. Emotional Regulation
    c. Temperament and its impact on early relationships
    d. Recognizing and supporting social-emotional cues

V. Language/Communication Development
    a. Pre-verbal communication and babbling
    b. Language milestones and early literacy practices

VI. Core Competencies of an Infant/Toddler Educator
    a. Responsive Caregiving and Relationship-Based Practices
    b. Professionalism and ethics in infant/toddler care

VII. Designing Developmentally Appropriate Environments
    a. Creating safe, engaging, and nurturing spaces
    b. Selecting developmentally appropriate materials and activities that promote learning
    c. Importance of play in infant/toddler learning
    d. Sensory and motor-based learning experiences
        i. Music, movement, tactile play
        ii. Outdoor learning opportunities
    e. Language and Social Emotional Learning
        i. Books, songs, conversations
        ii. Positive peer and caregiver interactions

VIII. Health, Safety, and Nutrition
    a. Safe sleep, feeding, and hygiene practices
    b. Recognizing signs of illness and developmental concerns

IX. Understanding and Supporting Families
    a. Family diversity and cultural considerations
    b. Strategies for effective family partnerships

X. Observation, Documentation, and Assessment
    a. Importance of observation in developmental assessment
    b. Tools and strategies for documenting infant and toddler growth and behaviors

      c. Using assessment to inform care and support development

XI.   Infant and Toddler Guidance & Behavior
      a. Positive guidance techniques
      b. Understanding challenging behaviors

02-26-2025