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

MASTER SYLLABUS

ECHD 131 INFANTS AND TODDLERS

Created By: Christina Martin, MST
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SCHOOL OF BUSINESS & LIBERAL ARTS
Social Sciences Department – Early Childhood
2002
Fall 2021

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:

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. **TEXTS:**
Swim, T., & Watson, L. (2014). *Infants & Toddlers: curriculum and teaching* (8th ed.). Belmont, Calif.: Wadsworth, Cengage Learning.

L. **REFERENCES**:

Albrecht, K., & Miller, L (2000). *Innovations: The comprehensive infant & toddler curriculum trainer's guide*. Beltsville, MD: Gryphon House.

Albrecht, K., & Miller, L. (2000). *Innovations: The comprehensive toddler curriculum: A complete, interactive curriculum for toddlers from 18 to 36 months*. Beltsville, MD: Gryphon House.

Caring for Infants and Toddlers in Groups, Developmentally Appropriate Practice (2nd ed.). (2008). Washington, DC: Zero To Three.

Catlin, C. (1994). *Toddlers together: The complete planning guide for a toddler curriculum*. Beltsville, Md.: Gryphon House.

Harms, T., & Clifford, R. (2006). *Early childhood environment rating scale* (Rev. ed.). New York: Teachers College Press.

Isbell, R., & Isbell, C. (2003). *The complete learning spaces book for infants and toddlers: 54 integrated areas with play experiences*. Beltsville, MD: Gryphon House

Mena, J., & Eyer, D. (2015). *Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education* (Tenth ed.). New York, NY: McGraw-Hill.

Schiller, P. (2003). *The complete resource book for toddlers and twos: Over 2000 experiences and ideas!* Beltsville, MD: Gryphon House

Schiller, P. (2005). *The complete resource book for infants: Over 700 experiences for children from birth to 18 months*. Beltsville, Md.: Gryphon House

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
- Birth to 4 months of age
- Four to eight months of age
- Eight to twelve months of age
- Twelve to eighteen months of age
- Eighteen to twenty-four months of age
- Twenty-four to thirty months of age
- 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