

Minnesota State College Southeast

ECED 1215: Infants and Toddlers

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 1

Lab Hours/Week: 2

OJT Hours/Week: *.*

Prerequisites:

This course requires any of these four prerequisite categories

1. Both of these

ECED 1220 - Health, Safety, and Nutrition

ECED 1207 - Fundamentals of Child Development

Or

2. Both of these

ECED 1105 - Fundamentals of Child Development

ECED 1120 - Health, Safety, and Nutrition

Or

3. Both of these

ECED 1207 - Fundamentals of Child Development

ECED 1120 - Health, Safety, and Nutrition

Or

4. Both of these

ECED 1220 - Health, Safety, and Nutrition

ECED 1105 - Fundamentals of Child Development

Corequisites: None

MnTC Goals: None

Through this course the student will become knowledgeable about the well-being, competence, good developmental outcomes and quality of life of infants, toddlers and their families. Students will be required to participate in a practicum experience working with young children for a portion of the semester/credit hours. Students will be required to observe multiple infant and toddler caregivers. (Prerequisites: Fundamentals of Child Development and Health, Safety, and Nutrition) (2 credits: 1 lecture, 1 lab)

B. COURSE EFFECTIVE DATES: 05/26/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Prenatal/Infant/Toddler Development
2. Infant/Toddler Curriculum
3. Attachment

D. LEARNING OUTCOMES (General)

1. Examine and apply theories relevant to infants and toddlers
2. Develop observation strategies effective in driving caregiver relationships
3. Describe prenatal development, the birth process and the factors that influence development during this period
4. Define developmentally appropriate practice and its application to the childcare and classroom environment
5. Identify best practices which promote self-regulation, emotional expression, and healthy attachment
6. Identify and apply social, cognitive, language, and motor development strategies
7. Establish responsive routines and create an enriched environment in a responsive curriculum
8. Examine stages of infant/toddler physical growth and brain development
9. Examine stages of cognitive development in infancy and toddlerhood
10. Examine stages of infant/toddler language and literacy
11. Examine stages of infant/toddler social and emotional development
12. Analyze the components of quality programs for infants and toddlers
13. Apply Erikson's theory of psychosocial development to infant and toddler development
14. Describe newborn appearance, diversity in newborn states of activity, and newborns with special needs
15. Explain how brain research is influencing the care and education of infants and toddlers

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted