

# Minnesota State University Moorhead

## EECE 430: Infant/Toddler Programs and Practices

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

An orientation to planning and implementing programs for children ages birth to three years and their families. Guidelines for supporting development and for providing quality care and education will be examined and applied in a field experience in an infant or toddler program.

**B. COURSE EFFECTIVE DATES:** 05/19/1999 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Orientation to planning and implementing programming for children age birth to three years and their families.
2. Current state of infant/toddler programming.
3. Theories of child development for infants/toddlers including brain development, attachment, social, cognition, language and motor development.
4. Assessment tools for infants/toddlers
5. Designing and delivering Lessons and Curricula for infants/toddlers
6. Guidance of infants/toddlers
7. Issues of Culture and Child Rearing
8. Rules and Regulations for licensing
9. Infant/Toddler Room Design

#### **D. LEARNING OUTCOMES (General)**

1. Understand the unique milestones associated with infants and toddlers.
2. Be able to define the issues and concerns surrounding out-of-home care for very young children.
3. Recognize the various types of programs and philosophies that are available for children under three and their families.
4. To use observation and other assessment skills to determine infants; and toddlers; needs, interests, preferences and particular ways of responding to people and things.
5. Develop skills needed to build and maintain positive care relationships with infants and toddlers as individuals and in groups.
6. Be aware of the importance of parental involvement in programs for young children and develop skills in providing and encouraging such involvement.
7. Be able to develop a learning environment for infants and toddlers that appropriately meets their physical, social, emotional, cognitive, health and safety needs.
8. Understand strategies to assess infants and toddlers development and how to use this information to develop plans and implement appropriate activities for individual children as well as small groups of toddlers.
9. Understand the importance of incorporating learning into the daily routines of a program and to provide for this learning both spontaneously and through planned organization of the setting.
10. Understand the use of scheduling and daily routines to meet infants; and toddlers needs for balance in predictable active and quiet activities, social and solitary experiences, reliable transitions and rest.
11. Understand policies and practices that lead to quality infant and toddler care (such as licensing, staffing, and financing).
12. This course addresses the Minnesota Board of Teaching requirements for teachers of infants and toddlers found in the Minnesota Rules chapter 8710.3000 Subp.3 Item B.

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

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted