

EARLY CARE AND EDUCATION, INFANT/TODDLER CARE CONCENTRATION, A.A.S. - ECDI

The Infant/Toddler Care concentration is designed to prepare students for a position in childcare programs working with children ages birth to three. This concentration provides students with the skills to prepare appropriate nurturing environments and skills to assist families in building positive and supportive family relationships. There are two field experiences in which students receive hands-on training in an Infant/Toddler childcare setting. The placements are designed to give students opportunities for practical application of theories learned in the classroom.

Requirements

Courses	Course Title	Credit Hours
General Education Courses		
ENG 101 or ENG 165	English Composition I Professional Communications	3
MAT 120 or MAT 155	Probability and Statistics Contemporary Mathematics	3
PSY 201	General Psychology	3
SPC 205	Public Speaking	3
Elective Humanities (https://catalog.ptc.edu/student-handbook/advising-registration/general-education-courses/)		3
Subtotal		15
Required Core Subject Areas		
ECD 101	Introduction to Early Childhood	3
ECD 102	Growth and Development I	3
ECD 135	Health, Safety and Nutrition	3
ECD 251	Supervised Field Experience in Infant/Toddler Environments	3
Subtotal		12
Other Courses Required for Graduation		
CPT 101	Introduction to Computers	3
ECD 108	Family and Community Relations	3
ECD 131	Language Arts	3
ECD 132	Creative Experiences	3
ECD 200	Curriculum Issues in Infant and Toddler Development	3
ECD 201	Principles and Ethics in Leadership in Early Care and Education	3
ECD 205	Socialization and Group Care of Infant and Toddlers	3
ECD 207	Inclusive Care for Infants and Toddlers	3
ECD 237	Methods and Materials	3

ECD 244	Supervised Field Experience II	3
ECD 246	Designing Quality Infant and Toddler Environments	3
Program Elective ¹		3
Program Elective ¹		3
Subtotal		39
Total Hours		66

¹ See Academic Advisor for approved program electives.

Graduation Plan

Fall Start

Course	Title	Hours
First Year		
Fall Semester		
ECD 101	Introduction to Early Childhood	3
ECD 132	Creative Experiences	3
ENG 101 or ENG 165	English Composition I or Professional Communications	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	3
Hours		12

Spring Semester

ECD 102	Growth and Development I	3
ECD 131	Language Arts	3
ECD 200	Curriculum Issues in Infant and Toddler Development	3
SPC 205	Public Speaking	3
Program Elective ¹		3
Hours		15

Summer Semester

ECD 135	Health, Safety and Nutrition	3
ECD 246	Designing Quality Infant and Toddler Environments	3
PSY 201	General Psychology	3
Elective Humanities/Fine Arts (https://catalog.ptc.edu/student-handbook/advising-registration/general-education-courses/)		3
Hours		12

Second Year

Fall Semester

ECD 205	Socialization and Group Care of Infant and Toddlers	3
ECD 207	Inclusive Care for Infants and Toddlers	3
ECD 237	Methods and Materials	3
ECD 251	Supervised Field Experience in Infant/Toddler Environments	3
Program Elective ¹		3
Hours		15

Spring Semester

CPT 101	Introduction to Computers	3
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ECD 108	Family and Community Relations	3
ECD 201	Principles and Ethics in Leadership in Early Care and Education	3
ECD 244	Supervised Field Experience II	3
Hours		12
Total Hours		66

¹ See Academic Advisor for approved program electives.

Spring Start

Course	Title	Hours
First Year		
Spring Semester		
ECD 101	Introduction to Early Childhood	3
ECD 132	Creative Experiences	3
ENG 101 or ENG 165	English Composition I or Professional Communications	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	3
Hours		12
Summer Semester		
ECD 135	Health, Safety and Nutrition	3
ECD 246	Designing Quality Infant and Toddler Environments	3
Hours		6
Fall Semester		
ECD 205	Socialization and Group Care of Infant and Toddlers	3
ECD 207	Inclusive Care for Infants and Toddlers	3
ECD 237	Methods and Materials	3
Program Elective ¹		3
Hours		12
Second Year		
Spring Semester		
CPT 101	Introduction to Computers	3
ECD 102	Growth and Development I	3
ECD 108	Family and Community Relations	3
ECD 131	Language Arts	3
Program Elective ¹		3
Hours		15
Summer Semester		
PSY 201	General Psychology	3
Elective Humanities/Fine Arts (https://catalog.ptc.edu/student-handbook/advising-registration/general-education-courses/)		3
Hours		6
Fall Semester		
ECD 251	Supervised Field Experience in Infant/Toddler Environments	3
SPC 205	Public Speaking	3
Hours		6

Third Year

Spring Semester

ECD 200	Curriculum Issues in Infant and Toddler Development	3
ECD 201	Principles and Ethics in Leadership in Early Care and Education	3
ECD 244	Supervised Field Experience II	3
Hours		9
Total Hours		66

¹ See Academic Advisor for approved program electives.

Summer Start

Course	Title	Hours
First Year		
Summer Semester		
ECD 101	Introduction to Early Childhood	3
ECD 132	Creative Experiences	3
ENG 101 or ENG 165	English Composition I or Professional Communications	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	3
Hours		12
Fall Semester		
ECD 205	Socialization and Group Care of Infant and Toddlers	3
ECD 207	Inclusive Care for Infants and Toddlers	3
ECD 237	Methods and Materials	3
SPC 205	Public Speaking	3
Program Elective ¹		3
Hours		15
Spring Semester		
ECD 102	Growth and Development I	3
ECD 131	Language Arts	3
ECD 200	Curriculum Issues in Infant and Toddler Development	3
PSY 201	General Psychology	3
Elective Humanities/Fine Arts (https://catalog.ptc.edu/student-handbook/advising-registration/general-education-courses/)		3
Hours		15
Second Year		
Summer Semester		
ECD 135	Health, Safety and Nutrition	3
ECD 246	Designing Quality Infant and Toddler Environments	3
Program Elective ¹		3
Hours		9
Fall Semester		
CPT 101	Introduction to Computers	3

ECD 251	Supervised Field Experience in Infant/ Toddler Environments	3
	Hours	6
Spring Semester		
ECD 108	Family and Community Relations	3
ECD 201	Principles and Ethics in Leadership in Early Care and Education	3
ECD 244	Supervised Field Experience II	3
	Hours	9
	Total Hours	66

¹ See Academic Advisor for approved program electives.

Application and Advising

If you are ready to start your education, there are a few simple steps involved in enrolling at Piedmont Technical College.

Get Started Today (<https://www.ptc.edu/admissions/new-students/>)

Advising Information

The following information provides a guide for advisors who are helping students enroll in this program.

Program Notes

Students are encouraged to enter the ECD program as early as possible.

Most courses require that students complete developmental and transitional coursework as well as ENG 101 or ENG 165 as prerequisites.

ECD 101, ECD 109, ECD 132, and SAC 101 can be completed while students are taking ENG 101 or ENG 165.

A minimum cumulative GPA of 2.0 is required for all ECD coursework. Students must complete all program required coursework with a "C" or higher. Students wishing to transfer to a four-year institution may need a higher GPA to be accepted into the education program there.

Some ECD coursework is offered online and at PTC county campuses.

Methods courses are not offered online and are predominantly offered at the Lex Walters Campus-Greenwood. It is not possible for a student to complete either degree or certificate completely online or at a county campus. Students may be required to travel to the Lex Walters Campus-Greenwood for some of the courses in the program.

For field placement experiences (ECD 243, ECD 244, ECD 251), students will be required to travel to the Lex Walters Campus-Greenwood monthly. Every effort will be made to place field experience students at childcare centers or schools near their home.

The humanities elective that is most likely to transfer to a four-year college or university is ART 101 or MUS 105.

A clear tuberculosis test *at the student's expense* may be required for field placement experience sites.

Students should have a current acceptable background check and drug screen. A criminal record and/or positive drug screen could make you ineligible for enrollment or participation in a supervised field experience,

creating an inability to graduate from the program. These screenings will be completed in ECD 243, 244, and ECD 251.

CPR and First Aid certifications are required as part of ECD 135. There is an additional fee associated with these certifications.

Candidates are responsible for transportation to and from any class, practicum, lab or clinical site.

Candidates are required to complete a minimum of one summer session of coursework.

Students seeking to transfer to a four-year institution to complete South Carolina state teaching certificate requirements must meet with an ECD program advisor for specific requirements. Most four-year institutions require students to pass all three sections of PRAXIS 1 (Core) for entrance into their education programs.

Notes About Individual Classes

The English required for this program is ENG 101 or ENG 165. Students will follow this progression, with their starting point being determined by their placement test scores: ENG 032/012 and/or RDG 032/012 (or RWR 032/012) > ENG 100 and/or RDG 100 (or RWR 100) > ENG 101 or ENG 165. Students who plan to transfer to a four-year institution are advised to check the articulation agreement and take ENG 101, if applicable.

The math required for this program is MAT 120 or MAT 155 (see point below for clarification). For MAT 120, students will follow this progression, with their starting point being determined by their placement test scores: MAT 032/012 > MAT 152 or MAT 101 > MAT 120. For those taking MAT 155, the progression is as follows, with their starting point being determined by their placement test scores: MAT 032/012 > MAT 155. Students who plan to transfer to a four-year institution are advised to check the articulation agreement and take MAT 120, if applicable.

Students may only take ECD 243, 244 and 251 two times and must receive a grade of "C" or higher on the second attempt for the course to count towards graduation.

Courses with a prefix of ECD or SAC must be less than eight years old in order to count toward a certificate, diploma or degree program.

Program Student Learning Outcomes

Purpose Statement

The mission of the Early Care and Education Program of Piedmont Technical College is to provide the community with professional early educators who are knowledgeable, competent, committed and capable of providing quality professional care for all children. The program's graduates are able to evaluate and assess children and make quality developmentally appropriate decisions for children's learning. Through the extensive study of NAEYC standards and the NAEYC Code of Ethical Conduct, our students are provided the knowledge needed to support advocacy for children and the profession of early educators.

Student Learning Outcomes

aligned to NAEYC Program Standards:

Promoting Child Development and Learning

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Building Family and Community Relationships

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

Observing, Documenting, and Assessing to Support Young Children and Families

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Using Developmentally Effective Approaches

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching / learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

Using Content Knowledge to Build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Becoming a Professional

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

Early Childhood Field Experiences

7a. Opportunities to observe/practice in two early childhood age groups (birth-age 3, 3-5, 5-8)

7b. Opportunities to observe/practice in two main types of early education settings (early school grades, child care centers and homes, Head Start programs)