

INFANT/TODDLER, CERTIFICATE - INF7

Infant care should be based on relationship planning—not lesson planning—and should emphasize child-directed learning. This program helps caregivers design environments that ensure safety, offer infants appropriate developmental challenges and promote optimum health for children. Equally important is the strengthening of the child’s developing family and cultural identity by making meaningful connections between child care and the child’s family and culture. This program meets TEACH infant credential requirements.

Requirements

Courses	Course Title	Credit Hours
Required Course Information		
ECD 101	Introduction to Early Childhood	3
ECD 102	Growth and Development I	3
ECD 131	Language Arts	3
ECD 200	Curriculum Issues in Infant and Toddler Development	3
ECD 205	Socialization and Group Care of Infant and Toddlers	3
ECD 207	Inclusive Care for Infants and Toddlers	3
ECD 251	Supervised Field Experience in Infant/Toddler Environments	3
ENG 101 or ENG 165	English Composition I Professional Communications	3
Subtotal		24
Total Hours		24

Graduation Plan

Fall Start

Course	Title	Hours
First Year		
Fall Semester		
ECD 101	Introduction to Early Childhood	3
ENG 101 or ENG 165	English Composition I or Professional Communications	3
	Hours	6
Spring Semester		
ECD 102	Growth and Development I	3
ECD 131	Language Arts	3
ECD 200	Curriculum Issues in Infant and Toddler Development	3
	Hours	9

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 251	Supervised Field Experience in Infant/Toddler Environments	3
	Hours	9
	Total Hours	24

Spring Start

Course	Title	Hours
First Year		
Spring Semester		
ECD 101	Introduction to Early Childhood	3
ENG 101 or ENG 165	English Composition I or Professional Communications	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 251	Supervised Field Experience in Infant/Toddler Environments	3
	Hours	9

Second Year

Spring Semester

ECD 102	Growth and Development I	3
ECD 131	Language Arts	3
ECD 200	Curriculum Issues in Infant and Toddler Development	3
	Hours	9
	Total Hours	24

Summer Start

Course	Title	Hours
First Year		
Summer Semester		
ECD 101	Introduction to Early Childhood	3
ENG 101 or ENG 165	English Composition I or Professional Communications	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 251	Supervised Field Experience in Infant/Toddler Environments	3
	Hours	9



Spring Semester

ECD 102	Growth and Development I	3
ECD 131	Language Arts	3
ECD 200	Curriculum Issues in Infant and Toddler Development	3
Hours		9
Total Hours		24

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. Student must complete all program required coursework with a "C" or higher.

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 251.

For field placement experience (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.

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

Courses with a prefix of ECD or SAC must be less than 8 years old in order to count toward a certificate, diploma or degree program.

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

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

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

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.

Some ECD coursework is offered online and at PTC county campuses. Methods courses are not offered online as these courses 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 will be required to travel to the Lex Walters Campus-Greenwood for ECD 243, ECD 251, ECD 244 and possibly other courses during the program.

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

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)