

# 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
<b>Required Course Information</b>		
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
<b>Total Hours</b>		<b>24</b>

## Graduation Plan

### Fall Start

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

### 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
<b>Hours</b>		<b>9</b>
<b>Total Hours</b>		<b>24</b>

### Spring Start

Course	Title	Hours
<b>First Year</b>		
<b>Spring Semester</b>		
ECD 101	Introduction to Early Childhood	3
ENG 101 or ENG 165	English Composition I or Professional Communications	3
<b>Hours</b>		<b>6</b>

#### 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
<b>Hours</b>		<b>9</b>

### 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
<b>Hours</b>		<b>9</b>
<b>Total Hours</b>		<b>24</b>

### Summer Start

Course	Title	Hours
<b>First Year</b>		
<b>Summer Semester</b>		
ECD 101	Introduction to Early Childhood	3
ENG 101 or ENG 165	English Composition I or Professional Communications	3
<b>Hours</b>		<b>6</b>
<b>Fall Semester</b>		
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
<b>Hours</b>		<b>9</b>



**Spring Semester**

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

## 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 ENG 101 or ENG 165 as a prerequisite. 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 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 attend a field placement workshop monthly on either the Lex Walters Campus in Greenwood or on the Newberry campus. 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

Some ECD coursework is offered online while other courses are offered only in person at PTC. It is not possible for a student to complete the

certificate completely online. Our methods courses are not offered online but are offered in the mornings and in the evenings at the Lex Walters Campus in Greenwood. Students can register for these courses on the Newberry campus, but the student quota for enrollment must be met for the course to run there. Students may be required to travel to the Lex Walters Campus in Greenwood once a month for ECD 243, ECD 244, and ECD 251 and possibly other courses during the program.

Students may take ECD 251 two times only 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

#### *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)