# Course Information Form (CIF)

**Course Code:** ECE 144

**Course Title:** Caring for Infants and Toddlers

**Department:** Arts, Media, and Social Sciences
**PCS Code:** 1.1 - Baccalaureate/Transfer
**CIP Code:** 19.0708
**Repeatability:** 0

**Effective Date:** Summer 2026

## Credit Hours

**Catalog Notation:** 3-2-4
**Credit Hour Distribution:**

| Lecture: 3 | Lab: 2 | Clinical: 0 | **Total: 4** |
|---|---|---|---|

## General Course Information

### Catalog Description

Development and needs of children under the age of three. Considers the infant in family, day-care home, and day-care center settings.

### General Course Objectives

This course is designed to provide practical information and experiences for early childhood education and care providers. It is expected that students will be able to:

- Describe developmentally appropriate practice for infants and toddlers.
- Explain the concepts and importance of primary care, continuity of care, and small groups in infant-toddler child care.
- Describe the development of infants and toddlers.
- Develop appropriate environments for infants and toddlers.
- Work as partners with parents and families in the development of their children.

### Minimum Placement Levels

| English | Reading | Math |
|---|---|---|
| None | Placement out of CCS 098 | None |

### Prerequisites

None

### Methods of Evaluation

2 objective/essay exams, weekly (14) lab assignments, and 1 environments project.

### Instructional Materials and Additional Supplies

Infants and Toddlers, Swim, 10th Edition. 9780357625378

## Course Content

### General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Creativity and Innovative Thinking: Students will design, present, and interpret materials, information, and ideas in innovative ways.
- Critical Thinking and Information Literacy: Students will demonstrate the ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively.

### Course Segments and Student Learning Outcomes

| Course Segment | Learning Outcomes | Lecture Hours | Lab Hours | Clinical Hours |
|---|---|---|---|---|
| Introduction and Welcoming New Children | 1. Use developmentally appropriate strategies to get to know new infants.<br>2. Discuss the importance of quality child care in the first three years of life. | 3 | 1 | 0 |
| Quality Educaring | 1. Explain basic principles of quality infant-toddler caregiving. Define infant-toddler curriculum.<br>2. Outline specific policies for group care and support the use of these policies using current knowledge of infant and toddler development.<br>3. Observe child care settings for examples of developmentally appropriate practices. | 4 | 3 | 0 |
| Routines | 1. Use routine caregiving to promote various aspects of development. | 4 | 3 | 0 |
| Play | 1. Summarize the progression of play.<br>2. Demonstrate the ability to provide appropriate play materials and experiences. | 3 | 3 | 0 |
| Sensory Experiences | 1. Give examples of appropriate sensory experiences.<br>2. Explain why sensory experiences are important. | 4 | 3 | 0 |
| Cognitive | 1. Explain the stages of cognitive development according to Piaget and translate these into appropriate materials and experiences. | 4 | 3 | 0 |
| Environments | 1. Design an appropriate physical environment for infants and toddlers. | 4 | 3 | 0 |
| Language | 1. Summarize the sequence of speech and language development.<br>2. Use a variety of strategies to promote development in this area. | 4 | 3 | 0 |
| Social-Emotional | 1. Describe social and emotional development in infants and toddlers. | 8 | 3 | 0 |
| Physical-Motor | 1. Describe sequence of motor development.<br>2. Summarize research on brain development.<br>3. Plan appropriate motor experiences.<br>4. Evaluate group care practices that promote social and emotional development. | 4 | 3 | 0 |
| Adult-Family Relations | 1. Discuss the importance of families in the lives of infants and toddlers.<br>2. Plan effective means of establishing partnerships with families. | 3 | 2 | 0 |

### Total Contact Hours

| Lecture Hours | Lab Hours | Clinical Hours |
|---|---|---|
| 45 | 30 | 0 |