

INFANT TODDLER DEVELOPMENT, CAREER PATHWAY CERTIFICATE OF COMPLETION

The Career Pathway Certificate of Completion: Infant Toddler Development offers students a well-rounded understanding of the physical, cognitive and social development of infants and toddlers, and how to put that knowledge into appropriate practice, by offering a combination of lecture and practicum courses. The practicum experience is embedded in a foundation of basic early childhood education, child and early literacy development and family relations courses. Coursework includes a focus on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents. All courses are offered online.

Click here (<https://www.socc.edu/pathways/roadmapsaz/158-childhood-education-family-studies-roadmap>) to learn how this Pathway Certificate can lead to an AAS in Childhood Education and Family Studies.

Entry Requirements

Students are required to complete the College's placement process to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the placement process.

All Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card, and complete HDFS9284 Child Abuse and Neglect Reporting as components of ECE170 Health & Safety in Early Childhood Education. Students will also be required to have a current immunization record and background check to complete practicum requirements. The requirements will vary per state. Students are encouraged to research the requirements from the state regulating organization regarding what will be required to complete the background check.

In Oregon, students must be listed on the Oregon Central Background Registry (CBR). To begin this process, visit the State of Oregon, Early Learning Division (<https://www.oregon.gov/occ/pages>) to be prepared to complete practicum work in a certified early learning center, apply for a background check, and receive additional information regarding how to comply with fingerprinting requirements.

Graduation Requirements

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 or better. All courses must be passed with a grade of 'C' or better. Infant Toddler Practicum courses require students to pass PICCOLO assessments (<https://www.brookespublishing.com/resource-center/screening-and-assessment/piccolo>) to successfully complete the courses. One course must be completed at Southwestern before this certificate is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (e.g., spring term graduates must apply during winter term).

Credit for Prior Learning

Credit for prior learning options are available for students with a Preschool Child Development Associate (CDA) credential, an Infant Toddler Child Development Associate (CDA) credential, a Step Seven on the Oregon Registry, or a certificate of completion for First Connections that includes mentoring in an infant-toddler learning environment. Contact ece@socc.edu for more information.

Course	Title	Credits
First Year		
Fall		
ECE150	Introduction and Observation ECE ¹	3
HDFS225	Prenatal Infant and Toddler Dev	3
		Credits
		6
Winter		
ECE154	Children's Language and Lit Dev	3
ECE161	Infant and Toddler Practicum I ²	3
		Credits
		6
Spring		
ECE162	Infant and Toddler Practicum II ²	3
HDFS222	Family Relations	3
		Credits
		6
		Total Credits
		18

¹ Students must complete a criminal history check prior to starting ECE150 Introduction and Observation ECE.

² Student must have a current criminal history check on file before starting these practica.

Program Student Learning Outcomes

Upon successful completion of this program the student will be able to:

- Have an understanding of, and ability to, practice within an infant toddler classroom including culturally relevant activities, to meet each child's individual developmental needs and to be able to create a healthy, respectful, supportive and challenging learning environment. (NAEYC Standard 1)
- Have an understanding of, and ability to, create and participate in respectful, reciprocal relationships with family members of infants and toddlers. (NAEYC Standard 2)
- Have an understanding of and skills to participate in effective observation and assessment of infants and toddlers. (NAEYC Standard 3)
- Be able to integrate knowledge of family relations, child development and developmentally appropriate practices to offer an effective infant toddler teaching and learning environment. (NAEYC Standard 4)