



**Early Childhood Associate  
 Credential: Infant/Toddler Care Certificate  
 C55290**

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with young children under the supervision of qualified teachers. Credits earned in this program may be transferred toward an Associate in Applied Science Degree in Early Childhood Associate and/or an Early Childhood Diploma provided the student meets the entrance requirements for that degree or diploma program.

Program Length: 2 semesters  
 Career Pathway Options: Associate in Applied Science Degree in Early Childhood Associate (Higher entrance standards required); Early Childhood Diploma (Higher entrance standards required); Infant/Toddler Care Certificate  
 Program Sites:  
 Lee Campus – Day and Evening  
 Harnett Campus - Day and Evening  
 Chatham Campus – Day and Evening  
 Distance

**Course Requirements for Infant /Toddler Care Certificate**

A. Required Major Core Courses (16 SHC)	C-L-SHC
EDU 119 Introduction to Early Childhood Education	4-0-4
EDU 131 Child, Family and Community	3-0-3
EDU 144 Child Development I	3-0-3
EDU 153 Health, Safety and Nutrition	3-0-3
EDU 234 Infant, Toddlers, and Twos	3-0-3

Total Semester Hours Credit required for graduation: 16

**COURSE DESCRIPTIONS**

**EDU 119 Intro to Early Child Education 4-0-4**

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

**EDU 131 Child, Family, and Community 3-0-3**

*Prerequisites:* ENG 090/090A, RED 080  
 This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

**EDU 144 Child Development I 3-0-3**

*Prerequisites:* ENG 090/090A, RED 080  
 This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

**EDU 153 Health, Safety, and Nutrition 3-0-3**

*Prerequisites:* ENG 090/090A, RED 080  
 This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.

**EDU 234 Infants, Toddlers, and Twos 3-0-3**

*Prerequisites:* ENG 090/090A, RED 090  
 This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families. and equipment, and implement and evaluate a developmentally appropriate curriculum.