





Syllabus
ECED 1110
Infant/Toddler Development
2023

Committee Members:

Barb Beck, Central Community College
N/A, Metropolitan Community College
Tyler Esch & Loretta Hauxwell, Mid-Plains Community College
N/A, Northeast Community College
Crystal Kozak, Southeast Community College
Patsy Yager, Western Nebraska Community College
N/A, Little Priest Tribal College
Jackie Hahn, Nebraska Indian Community College

Facilitator: NDE: Julie Miller

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	04/04/2023	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/23/2023	Adopt
 Chief Academic Officer, Metropolitan Community College	04/03/2023	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/23/2023	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/24/2023	Adopt
 Chief Academic Officer, Northeast Community College	03/23/2023	Adopt
 Chief Academic Officer, Southeast Community College	04/06/2023	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/23/2023	Adopt



I. CATALOG DESCRIPTION

Course Number: ECED 1110
Course Title: Infant/Toddler Development
Prerequisite: None

Catalog Description: This course focuses on typical/atypical development of children in the prenatal period of development through 36 months. Planning curriculum in the domains of physical growth and motor skills, cognition and language, and social/emotional development are examined across diverse settings.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Provide knowledge of physical and motor growth and development, cognitive and language development, and social/emotional development prenatal to 36 months.
2. Identify how to arrange and equip a physical setting to create an active learning environment for infants and toddlers.
3. Identify ways to establish positive, supportive, and nurturing adult-child and adult-adult interactions.
4. Identify health and safety practices vital in caring for infants and toddlers.
5. Examine developmentally appropriate curriculum, play, and activities for infants and toddlers based on state and national guidelines and standards.
6. Develop an awareness of the resources and supports available to support children with exceptionalities and their families.
7. Develop an awareness and appreciation of the individual likenesses and differences among children, families, colleagues, communities, and cultural context.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Identify and explain physical, cognitive, social/emotional and language developmental milestones of infants and toddlers.

2. Record an observation of an infant/toddler according to developmental milestones.
3. Identify and discuss the characteristics of a developmentally appropriate environment for infants and toddlers.
4. Describe the importance of consistent positive, supportive, and nurturing relationships between adults and infants and toddlers.
5. Demonstrate the ability to provide healthy and safe practices in caring for infants and toddlers.
6. Plan a developmentally appropriate curriculum and activities for infants and toddlers.
7. Choose resources that might assist children with exceptionalities and their families.
8. Demonstrate an awareness and appreciation of the individual likenesses and differences among children, families, colleagues, communities, and cultural context.

IV. COURSE CONTENT/TOPICAL OUTLINE

(Sequence may vary)

1. Active Learning
 - a. Characteristics of Infants and Toddlers -both typical and atypical
 - b. Environments, to include physical and emotional
 - c. Routines, Schedules, and Materials
2. Physical Growth & Motor Development
3. Cognitive Development
4. Language Development
5. Social/Emotional Development
6. Partnerships with Parents

V. INSTRUCTIONAL MATERIALS

Suggested Texts: [This list of texts should be reviewed once every two years. The instructor may choose additional materials as supplements.]

Decker, Celia Anita. *Child development: early stages through age 12*. Tinley Park, IL: Goodheart-Willcox Co, 2015. Print.

Swim. Infants and Toddlers, Caregiving and Responsive Curriculum and Development
Current edition. Cengage.

Wilson, Lavis Cam. Infants and Toddlers. Current edition. Cengage

Wittmer, Donna S. and Petersen, Sandy H. Infant Toddler Development and Responsive
Program Planning: A Relationship Based Approach. Current Edition. Pearson

Kaywork, Jennifer. *An Educator's Guide to Infant and Toddler Development:
Understanding and Responding Appropriately*. Current edition, Routledge, 2020.

Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as
determined by instructor.

Supplemental Texts:

“Early Learning Guidelines: Nebraska's Birth to Five Learning and Development
Standards.” *Early Learning Guidelines: Nebraska's Birth to Five Learning and
Development Standards – Nebraska Department of Education*, 2019,
www.education.ne.gov/oec/early-learning-guidelines/.

VI. METHODS OF PRESENTATION

Instructor should make use of varied pedagogical techniques including several of the
following: lectures, small and large discussion groups; collaborative projects, guest
speakers, research, peer response and evaluation, journals, essays, conferences,
computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group
participation, daily work, exams, other presentations, projects, papers, and/or portfolio.
Instructor will distribute evaluation and his/her grading policies to students at the
beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.