

Syllabus

ECED1110 Infant and Toddler Development

2014

Committee Members:

~~Barbara Beck, Central Community College~~
Terry Rohren, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
Sharyn Thomas, Northeast Community College
Julie Miller, Southeast Community College
Linda Mattern-Ritts, Western Nebraska Community College

Facilitator: Julie Miller Julie Miller

Date Reviewed: 1-24-2014

NCCA Council of Instructional Officers Chair

Chair: Deborah Brennan

Date Approved: 3/13/14

I. CATALOG DESCRIPTION

Course Number: ECED 1110
Course Title: Infant / Toddler Development

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.

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

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Demonstrate 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 supportive adult-child and adult-adult interactions.
4. Recognize children in the context of their families, culture, and community.
5. Identify health and safety practices vital in caring for infants and toddlers.
6. Examine developmentally appropriate curriculum, play, and activities for infants and toddlers based on state and national guidelines and standards.
7. Develop an awareness of the resources and supports available to support children with exceptionalities and their families.
8. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES

The student will:

1. a. Identify physical, cognitive, social/emotional and language developmental milestones of infants and toddlers.
b. Explain physical, social/emotional, and cognitive differences of children, in context.
c. Record an observation of an infant/toddler according to developmental milestones.

2. Identify, select and design a developmentally appropriate environment for infants and toddlers.
3. Describe the importance of consistent nurturing relationships between adults and infants and toddlers.
4. Describe ways to enhance the connection between families, culture, and the community.
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. Explain the importance of supportive relationships between parents, teachers, and children.

IV. INSTRUCTIONAL MATERIALS

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

Berk, Laura E. Infants and Children: Prenatal Through Middle Childhood. Current Edition. Massachusetts: Allyn & Bacon.
With supplemental inclusionary practices material.

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. Prentice Hall

Deiner, Penny Low Infants and Toddlers: Developmental and Curriculum Planning. Cengage Learning, Print.

Supplemental Texts:

Allen, Eileen and Marotz, Lynn R. Developmental Profiles: Pre-Birth through Twelve. Current edition. Cengage

Charlesworth, Rosalind. Understanding Child Development. Current edition. Cengage

Cryer, Debby; Harms, Thelma; and Riley, Cathy. All About the ITERS, Kaplan Early Learning Company

Dumbro, Amy and Colker, Laura. Creative Curriculum for Infants/Toddlers. Current edition. Teaching Strategies.

McWilliam, R. A.; Routines-Based Early Intervention: Supporting Young Children and Their Families, Current Edition, Brookes Publishing

Nebraska Early Learning Guidelines Birth to 3, Nebraska Department of Education and Nebraska Department of Health and Human Services

Post, Jacalyn & Mary Hohmann. Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings. Current Edition. Michigan: High/Scope Press.

Pretti-Frontczak, Kristi and Bricker, Diane, An Activity-Based Approach to Early Intervention Current Edition, Brookes Publishing.

V. 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.

VI. 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.

VII. KEY ASSESSMENT

Each course offered through Nebraska's Early Childhood Education Community College will share one common key assessment for the Infant/Toddler course the common assignment and assessment will focus on assessment of a child, either in person or via case study, analysis of those observations, and development of a plan to assist the child in development in at least four domain areas.

The student will determine:

- a. Whether the child is on track developmentally in all four domains.
- b. A plan for curriculum activities that are developmentally appropriate for the child
- c. Explain what changes need to be made in the learning environment related to the learning activity or the child's needs.

VIII. RELATIONSHIP TO NAEYC PROFESSIONAL DEVELOPMENT STANDARDS

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children’s characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children’s development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	X
3b. Knowing about assessment partnerships with families and with professional colleagues	X
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	X
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	X
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	X
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	X
6b. Knowing about and upholding ethical standards and other professional guidelines.	
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	X
6e. Engaging in informed advocacy for children and the profession.	

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X