


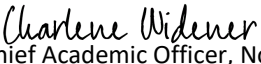
Syllabus
ECED 1110
Infant/Toddler Development
2026

Committee Members:

Jackie Zeckser & Taylor Brase, Central Community College
N/A, Metropolitan Community College
N/A, Mid-Plains Community College
Connie Sixta, Northeast Community College
Crystal Kozak, Southeast Community College
N/A, Western Nebraska Community College
Kweku Ocran, Little Priest Tribal College
N/A, Nebraska Indian Community College

Facilitator: Smantha Brown NDE / Taylor Brase

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	02/12/2026	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/13/2026	Adopt
Tom McDonnell Chief Academic Officer, Metropolitan Community College	02/16/2026	Adopt
 Chief Academic Officer, Mid-Plains Community College	02/11/2026	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/16/2026	Adopt
 Chief Academic Officer, Northeast Community College	02/11/2026	Adopt
 Chief Academic Officer, Southeast Community College	02/20/2026	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/18/2026	Adopt



I. CATALOG DESCRIPTION

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

Catalog Description: This course focuses on unique developmental variations of children in the prenatal period of development through 36 months. Planning curriculum in the domains of physical, cognitive, 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. Examine physical, cognitive, language, and social/emotional development prenatal to 36 months.
2. Demonstrate how to arrange and equip a physical setting to create an active learning environment for children birth to 36 months.
3. Discuss strategies to establish positive, supportive, and nurturing adult-child and adult-adult interactions.
4. Describe health and safety practices vital in caring for children birth to 36 months.
5. Examine developmentally appropriate curriculum, play, and activities for children birth to 36 months based on state and national guidelines and standards.
6. Explore the resources available to support children with exceptionalities and their families.
7. Discuss the similarities and differences among children, families, colleagues, communities in the field of early childhood education.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Identify and explain physical, cognitive, social/emotional and language developmental milestones prenatal to 36 months.

2. Analyze the developmental characteristics based on observation of a child, age birth to 36 months.
3. Identify and discuss the characteristics of developmentally appropriate environments for children birth to 36 months.
4. Describe the importance of consistent positive, supportive, and nurturing relationships between adults and infants and toddlers.
5. Document healthy and safe practices in caring for infants and toddlers.
6. Plan and implement developmentally appropriate activities for children birth to 36 months.
7. Explain the importance of healthy and collaborative relationships between parents, teachers, and children.

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

Instructors 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. Instructors 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.