

Syllabus
ECED 1620
Toddler Practicum
2026

Committee Members:

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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	02/11/2026	Adopt
 Chief Academic Officer, Metropolitan Community College	02/16/2026	Decline
 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 1620
Course Title: Toddler Practicum
Pre or co/requisite: Taken with or after ECED1220 and ECED1110

Catalog Description: This course is designed to provide an understanding of the developmental stages of children 18 months through 36 months-of-age by participating in hands-on learning experiences in diverse early childhood care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for toddlers are also presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of “C” or better is required for ECED majors.

Credit Hours: 1.0 semester credit hours/1.5 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Describe how to be a reliable early childhood caregiver and educator, including ethics, integrity, communication skills, policies, regulations and routine of the early childhood setting and supervising college program.
2. Explore the developmental stages of children from 18 months-36 months of age and the developmentally appropriate toddler learning environment, guidance, interactions and adaptations for all children, including children with special needs.
3. Describe and utilize the various methods of observation and the guidelines associated with each method, to use with children 18 to 36 months of age.
4. Explore appropriate curriculum plans and supervision skills for children 18 to 36 months of age including considerations for adaptations for children with special needs, and to ensure each child’s health, safety, and overall well-being for all children.
5. 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. Demonstrate through attendance, timeliness, and professionalism that he/she shows commitment to the profession/program.
2. Identify the developmental stages of children through informal observations and interactions with children from 18 months to 36 months of age.
3. Analyze the infant/toddler environment in relation to the Infant Toddler Environment Rating Scale (ITERS-3) criteria.
4. Reflect on guidance/interaction techniques used at the cooperating site.
5. Complete and analyze child observation techniques, using a variety of techniques appropriate for children from 18 months-36 months.
6. Assist cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
7. Plan and implement curriculum plans established by the cooperating teacher.
8. Follows policies, regulations and routines in the early childhood setting and of supervising college.
9. Reflect on professional behaviors, attitudes, ethics and communication skills involved in working with young children, families, and other staff members.
10. Reflect on the importance of valuing and respecting each person as an individual.

IV. COURSE CONTENT/TOPICAL OUTLINE

(Sequence may vary)

1. Introduction/Letters
2. Observations in four areas
3. Child Development Observation/Assessment
4. Experiential checklist
5. Literacy Experience/Song & Finger Play Experience
6. Reflection Paper
7. Parent involvement/Professional event
8. Self-evaluation

V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Harms, Thelma, Cryer, Debby, and Clifford, Richard M., and Noreen Yazejian
Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-3), 20022017,
Teachers College Press.

Early Childhood Education Practicum Manual – Specific to each individual college.

Supplemental Textbooks:

“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/.

The students may need to purchase additional materials for this course to provide
concrete learning experiences for children.

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

VI. METHODS OF INSTRUCTION

The student is expected to take the primary responsibility for their own learning by being
an active participant in the classroom. The student is provided the opportunity to have
actual experiences with children and staff in an early childhood program. Presentation
will include, but not be limited to demonstration, discussion, and observation. Students
may be required to provide videotapes of teaching demonstrations. Interactive sessions
(held in person or electronically) will encourage students to examine their experiences
and get feedback from others. Individual conferences (held in person, electronically, or
by phone) with the instructor will help support and guide the students toward improved
skills in a toddler early childhood setting.

VII. METHODS OF EVALUATION

Student evaluation will be based on attendance, observation and feedback from the
cooperating teacher, self-reflections and self-evaluations using criteria established by the
college instructor. Students will be assessed on the quality of the plans and materials
utilized to implement experiences for infants and toddlers, their involvement and
interaction with children and adults, their communication with staff, children and parents
and on their professional and ethical behaviors and attitudes.

Through practicum experiences, students are being trained as potential employees in the
early childhood profession. Employability is based not only on working skills but also on
attendance, punctuality, dependability, and attitude. The student's scheduled time in
practicum is very important. It is of extreme importance that students be present and on

time. The children and staff are depending on students as an important part of the total program team. Employment skills will be part of the overall assessment for this class.

Other evaluations may include observation from the on-site supervisor, reflection journals, and self-evaluation using an evaluation instrument provided by the instructor. Students will be assessed on the quality and developmentally appropriateness of the plans and materials utilized to implement experiences for children. Students will also be assessed based upon their communication with children, families, and colleagues in the toddler setting.

VIII. INSTITUTIONAL DEFINED SECTION

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