ECED 1220: Infant/Toddler Development and Learning

A. COURSE DESCRIPTION

Credits: 4
Lecture Hours/Week: 3
Lab Hours/Week: 2
OJT Hours/Week: *.*

Prerequisites:
This course requires either of these prerequisites
   ECED 1100 - Introduction to Early Childhood Education
   CHCA 1210 - Foundations of Child Development (Number of Years Valid: 5)

Corequisites: None
MnTC Goals: None

This course is an overview of infant and toddler development in sensory-motor, physical, social-emotional, language, cognitive and creative domains across cultures in children from conception through age three. Students will observe infants and toddlers, analyze characteristics of their development, and practice current observation and recording methods in a variety of early childhood care and education settings. Through these hands-on experiences, students integrate knowledge of maturational processes, developmentally appropriate practices (DAP), activities, and environments, and effective caregiving and teaching strategies.

NOTE: This course requires a MN DHS criminal background study including fingerprints.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Describe typical prenatal development, healthy practices, stages of birth, and birthing practices.
2. Examine typical infant and toddler development in the developmental domains of sensory-motor, physical, social-emotional, language, cognitive, and creative domains.
3. Study varied developmental assessment and observation methods.
4. Demonstrate observation documentation methods including time sampling, anecdotal, event sampling, checklists, and rating scales.
5. Analyze observations and integrate knowledge of developmental domains.
6. Describe types of attachment, attachment theory, and the resultant impact of adverse childhood experiences (ACEs) on social-emotional and mental health.
7. Examine temperament, types of temperament, and the impact on an infant or toddler’s responses.
8. Select and implement developmentally appropriate learning activities to address each developmental domain.
9. Reflect on the implementation of DAP learning experiences.
10. Examine varied forms of quality literature for infants and toddlers including books, finger plays, nursery rhymes, and songs, and examine the importance of adult-child interactions with these mediums.
11. Identify the impact of routines on infants and toddlers.
12. Analyze, understand impact, and identify components of responsive caregiving.
D. LEARNING OUTCOMES (General)
   1. Describe prenatal practices, birthing options, and culturally relevant child rearing strategies.
   2. Understand typical development of infants and toddlers in each of the developmental domains.
   3. Exhibit an understanding of a variety of observation methods.
   4. Examine and identify various developmentally appropriate experiences.
   5. Recognize the importance of consistent, responsive caregiving relationships and developmentally appropriate routines.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted