

**NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE**

**COURSE SYLLABUS**

**Course Title:** Infant and Toddler Growth & Development

**Course #:** ECE 141

**Course Description:** In this course, students will examine the growth and development of the child from birth to three years. The course emphasizes developmentally appropriate caregiving by focusing on the emotional, social, cognitive, and physical development of infants and toddlers. Specific attention will be placed on the critical importance of purposeful learning environments, language development, and establishing warm, responsive, nurturing relationships with infants/toddlers. Twelve (12) hours of observation in an approved early childhood education centers/programs is required.

**Pre-requisite/Co-requisite:** None

**Goals:** Upon successful completion of this course, the student will be able to do the following:

- Assist students to grasp the variety of programs for infant/toddlers care.
- Define and discuss emotions, attachment and bonding infancy.
- Identify, discuss and recognize milestones of development in infancy and toddlerhood.
- Cite and discuss NAEYC developmentally appropriate practices for infant/toddler programs in social, emotional, physical, cognitive, language, and creative development.
- Plan appropriate indoor and outdoor environments for infant/toddlers in group care.
- Plan age/stage appropriate curriculum for infants/toddlers focusing on play, routines, and meeting developmental needs.
- Select age/stage appropriate toys, books, and materials for infant/toddlers.
- Discuss health and safety issues for consideration, when planning for the care of infants and toddlers, to ensure healthy and safe environments.
- Cite and discuss the importance of including "parent as partners" in the care, and nurturing of young children.
- Cite and discuss current information on NAEYC Accreditation and CT Preschool Standards for early care and education programs.

**Outcomes:** Upon successful completion of this course, the student should be able to demonstrate an ability to:

- Use knowledge of how children develop and learn in order to provide opportunities that support the physical, emotional, social, language, cognitive, and aesthetic development of the infant/toddler.
- Plan and implement activities that are based upon educational philosophy, goals, and infant/toddler assessment.
- Use knowledge of how infants/toddlers differ in their development and approaches to learning to support the development and learning of individual children.

- Explain the role of the director/operator in curriculum selection and development Identify the types of places and materials used to market an early childhood program.
- Create and modify environments and experiences to meet the individual needs of infants/toddlers, including children with disabilities, developmental delays, and special abilities.
- Encourage positive collaborative relationships with families.
- Establish and maintain physically and psychologically safe and healthy learning environments for infants/toddlers.
- Translate theory into practice by encouraging and establishing classroom actions/behaviors that reflect accepted early childhood professional practice as well as current theory and research.
- Demonstrate awareness of, and commitment to, the profession's Code of Ethical Conduct.

## **College Policies**

**Plagiarism:** Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

**Americans with Disabilities Act (ADA):** The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is [cwoodcock@nwcc.edu](mailto:cwoodcock@nwcc.edu).

**School Cancellations:** If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at [www.nwcc.edu](http://www.nwcc.edu). Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

**Use of Electronic Devices:** Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

**Sexual Assault and Intimate Partner Violence Resource Team:** NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff. Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Robin Orlomski	860-738-6416	Business Office Room 201
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative
Jacob Wujcik		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.

**NAEYC ACCREDITATION STANDARDS**

**Standard 1: Promoting Child Development and Learning**

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using development knowledge to create healthy, respectful, supportive and challenging learning environments

**Standard 2: Building Family and Community Relationships**

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools
- 3c: Understanding and practicing responsible assessment
- 3d: Knowing about assessment partnerships with families and other professionals

**Standard 4: Teaching and Learning**

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines
- 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

**Standard 5: Becoming a Professional**

- 5a: Identifying and involving oneself with the early childhood field

5b: Knowing about and upholding ethical standards and other professional guidelines

5c: Engaging in continuous, collaborative learning to inform practice

5d: Integrating knowledgeable, reflective, and critical perspectives on early education

5e: Engaging in informed advocacy for children and the profession

**Supportive Skill 1:** Self-assessment and self-advocacy

**Supportive Skill 2:** Mastering and applying foundational concepts from general education

**Supportive Skill 3:** Written and verbal skills

**Supportive Skill 4:** Making connections between prior knowledge/experience and new learning

**Supportive Skill 5:** Identifying and using professional resources