



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1204 Developmentally Appropriate Practices for Infants, Toddlers, Twos

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): ECE 1202

Enrollment by assessment or other measure? Yes No
If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	
<input checked="" type="checkbox"/> Virtual Class Meeting (VCM)	

Offered: Fall Spring Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to provide the student with an in-depth look at developmentally appropriate practices (DAP) including assessment and curriculum for infant, toddler and two (IT) programs. A study of observational techniques and developmentally appropriate assessments for the very young child will be emphasized, including informal and formal assessment techniques. Special attention will focus assessment and its use

in guiding decision-making and instructional planning. The course will lead students through the process of planning and implementing the curriculum, focusing on developmentally appropriate practices that promote the very young child's total well-being including play, physical growth and development, mental health, emotional stability, brain development, and human relationships. Emphasis will be placed on the learning environment. Students will participate in a minimum of 15 hours of required field experience

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE and Infant/Toddler Competencies.

COURSE TOPICS AND CONTENT REQUIREMENTS:

The Foundation: Theory and Research

Components of the Curriculum: Knowing Infants, Toddlers and Twos; Creating a Responsive Environment; What Children Are Learning; Caring and Teaching; Building Partnerships with Families

Routines: Hellos and Good-Byes; Diapering and Toileting; Eating and Mealtimes; Sleeping and Nap Time; Getting Dressed

Experiences: Playing with Toys; Imitating and Pretending; Enjoying Stories and Books; Connecting with Music and Movement; Creating with Art; Tasting and Preparing Food; Exploring with Sand and Water; Going Outdoors

INSTRUCTIONAL METHODS:

Online/Web-Based observations of birth-three classrooms

Video, articles, readings

EVALUATION OF STUDENT ACHIEVEMENT:

Active participation in discussion board and class assignments.

Site observations of birth-three classroom.

Newsletter (IRE4, IRE5, IRE6)

Completion of observation portfolio ... journaling, (OA1,OA2) assessment and learning plans (CPD1, CPD2, CPD3) (Competency Assessments)

Completion of weekly assignments.

Video reflections

INSTRUCTIONAL MATERIALS:

Textbooks

The Creative Curriculum for Infants, Toddlers and Twos (Volumes 1-3). Diane Trister Dodge, Sherrie Rudick and KaiLee Berke. Teaching Strategies, Inc. 2011.

Part 407 Illinois Department of Children and Family Services (DCFS) Day Care Licensing Standards. Revised September, 2014.

<http://www.state.il.us/dcf/docs/407.pdf> (Licensing Standards are also available in the Bookstore)

California Department of Education and WestEd Sacramento. (2013). *The Program for Infant Toddler Care: A Guide to Culturally Sensitive Care, 2nd Edition*.

<https://www.cde.ca.gov/sp/cd/re/documents/itguidesensitivecare.pdf>

Resources

Gateways ECE Competencies and Suggested Roles

Illinois DCFS Part 407 Licensing Requirements

Illinois Professional Teaching Standards (2013)
 Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
 NAEYC Professional Standards and Competencies for Early Childhood Educators
 Abused and Neglected Child Reporting Act (online training)

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Gain understanding and knowledge of the central concepts identified to support the learning processes of children birth-three.

IPTS	IT Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 4C,7A, 7B, 8A, 8C, 8G	CPD1, CPD2, CPD3		1a, 1b, 1c, 2c, 3a, 4a, 4b, 4c, 5a, 5b, 5c, 6e

2. Through field experience, demonstrate understanding of the high-quality environments and importance of positive relationships between family and practitioners serving children birth-three.

IPTS	IT Competencies	CEC/DEC Standards	NAEYC PSCECE
8A, 8B, 8C, 8D, 8E, 8G, 8H, 8J, 8K, 9A, 9B, 9C, 9D, 9E, 9F	IRE4, IRE5, IRE6		1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5c, 6d

3. Identify the physical and experiential environments recommended for a high-quality infant/toddler program.

IPTS	IT Competencies	CEC/DEC Standards	NAEYC PSCECE
8A, 8B, 8G, 8J, 8M, 9F	HGD4, HGD5		1a, 1b, 1c, 2b, 4a

4. Identify the various formal and informal assessment strategies and use them to support the continuous development of all children

IPTS	IT Competencies	CEC/DEC Standards	NAEYC PSCECE
	OA1, OA2		1b, 2c, 3a, 3c, 3d, 4c

5. Support development and plan curriculum that supports the very young child's cognitive, linguistic, social and emotional, and motor competencies.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
8C, 8H, 8J, 8N,9E	HSW3, HSW4, CPD4		1a, 1b, 1c, 4b, 4c, 5a, 5c