



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1202 Foundations and Trends for Infants, Toddlers, Twos in Care and Education

Date: Fall 2022

Credit Hours: 3

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

Prerequisite(s): None

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 overview of physical, motor, social, emotional, cognitive, and linguistic growth of the very young child -- birth to three. Students will become familiar with the foundations and historical impact of serving the very young child in quality programs. It will focus on current pedagogical practices as well as conditions and trends that impact the child's learning and development. Special

emphasis will be placed on culture, race, diversity, families, and environments. Students will demonstrate understanding of the Infant/Toddler Environment Rating Scale (ITERS) by performing an evaluation in an infant/toddler classroom setting. The course requires observation hours in infant/toddler settings.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content/Assessments aligned to Gateways ECE and Infant/Toddler Competencies

COURSE TOPICS AND CONTENT REQUIREMENTS:

Infant/Toddler Environmental Rating Scale

Role of the Caregiver - Principles, Practice and Curriculum

Infant-Toddler Education – Components and History

Play and Exploration

Focus on the Child as it relates to attachment, perception, motor development, cognition, language, emotions, social skills

Focus on the Program as it relates to the physical and social environment

Parent/Caregiver relations

INSTRUCTIONAL METHODS:

Individual/Class Discussion Board

Observation of birth-three classroom setting --- journaling and portfolio

Video Clips

Online Resources

Learning Plans

EVALUATION OF STUDENT ACHIEVEMENT:

Regular online class attendance

Active participation in class, group discussions and assignment reflections

Periodic exams

Completion of assigned work

Periodic site observations of infants/toddlers

Occasional group assignment and presentation

Videotape critiques

ITERS- Environmental Rating Scale Assessment

INSTRUCTIONAL MATERIALS:

Textbooks

Infants, Toddlers and Caregivers. 9th Edition. Janet Gonzalez-Mena & Diane Widmeyer. 2012 Caregiver's Companion: Readings and Professional Resources. 9th Edition. Janet Gonzales-Mena & Diane Widmeyer. 2012

Infant/Toddler Environment Rating Scale – Revised Edition. Thelma Harms, Debby Cryer, & Richard Clifford. 2006.

Resources

Gateways ECE Competencies and Suggested Roles

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. Demonstrate understanding of the developmental trajectory in children birth to three, inclusive of specific needs of individual needs of infants/toddlers.

IPTS	ITC Competencies	NAEYC Standards
1A, 8A, 8B, 8C, 8D, 8E, 8G, 9A	HGD1, HGD2, HGD3	1a, 1b, 1c, 4a, 4c, 5a, 6c, 6d

2. Document the planned nurturance of very young children’s cognition, language, social/emotional and motor competencies.

IPTS	ITC Competencies	NAEYC Standards
8A, 8B, 8G, 8J, 8M, 9F	HGD4, HGD5	1a, 1b, 1c, 2b, 4a

3. Describe the essential health, safety and nutrition components of a program.

IPTS	ITC Competencies	NAEYC Standards
8A, 8B, 8C, 8E, 8G, 8H, 8M, 8N, 8N, 9C	HSW1, HSW2, HSW3, HSW4	1a, 1b, 4a, 4b, 4c, 5a

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

IPTS	ITC Competencies	NAEYC Standards
8A, 8B, 8D, 8E, 8G, 8H, 8J, 9A, 9B, 9C, 9D, 9F	IRE1, IRE2, IRE3	1c, 2a, 2b, 4a, 4b, 4c

5. Describe the essential partnerships with parents and the emerging partnerships with the public educational settings and businesses.

IPTS	ITC Competencies	NAEYC Standards
8A, 8B, 8D, 8E, 8G, 8H, 8J, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H	IRE4, IRE5, IRE6, FCR1, FCR2, FCR3, FCR4	1a, 1b, 1c, 2a, 2b, 4a, 4b, 4c, 6d

6. Identify and engage in safe and educational environments for infants/toddlers.

IPTS	ITC Competencies	NAEYC Standards
1A, 1C, 4C, 7A, 7B, 8A, 8B, 8C, 8E, 8G, 8H, 8M, 8N, 8O, 9C	HSW1, HSW2 CPD1, CPD2	1a, 1b, 1c, 2c, 4a, 4b, 4c, 5a, 5b, 5c, 6e

7. Identify and demonstrate professionalism in work with infants/toddlers, families, and colleagues.

IPTS	ITC Competencies	NAEYC Standards
8A, 8J, 8G	PPD 1, PPD2, PPD3	2b, 2c, 4a, 4c, 6a, 6b, 6d, 6e