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:
☒ Lecture 3 Contact Hours (1 contact = 1 credit hour)
☐ Seminar 0 Contact Hours (1 contact = 1 credit hour)
☐ Lab 0 Contact Hours (2-3 contact = 1 credit hour)
☐ Clinical 0 Contact Hours (3 contact = 1 credit hour)
☒ Online
☒ Blended
☒ 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

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.

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<thead>
<tr>
<th>IPTS</th>
<th>ITC Competencies</th>
<th>NAEYC Standards</th>
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</thead>
<tbody>
<tr>
<td>1A, 8A, 8B, 8C, 8D, 8E, 8G, 9A</td>
<td>HGD1, HGD2, HGD3</td>
<td>1a, 1b, 1c, 4a, 4c, 5a, 6c, 6d</td>
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2. Document the planned nurturance of very young children’s cognition, language, social/emotional and motor competencies.

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<td>8A, 8B, 8G, 8J, 8M, 9F</td>
<td>HGD4, HGD5</td>
<td>1a, 1b, 1c, 2b, 4a</td>
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3. Describe the essential health, safety and nutrition components of a program.

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<td>HSW1, HSW2, HSW3, HSW4</td>
<td>1a, 1b, 4a, 4b, 4c, 5a</td>
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4. Identify the physical, experiential and human environments recommended for a high-quality infant/toddler program.

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<td>IRE1, IRE2, IRE3</td>
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5. Describe the essential partnerships with parents and the emerging partnerships with the public educational settings and businesses.

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<td>IRE4, IRE5, IRE6, FCR1, FCR2, FCR3, FCR4</td>
<td>1a, 1b, 1c, 2a, 2b, 4a, 4b, 4c, 6d</td>
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6. Identify and engage in safe and educational environments for infants/toddlers.

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<td>1A, 1C, 4C, 7A, 7B, 8A, 8B, 8C, 8E, 8G, 8H, 8M, 8N, 8O, 9C</td>
<td>HSW1, HSW2, CPD1, CPD2</td>
<td>1a, 1b, 1c, 2a, 2b, 4a, 4c, 5a, 5b, 5c, 5e</td>
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7. Identify and demonstrate professionalism in work with infants/toddlers, families, and colleagues.

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<td>2b, 2c, 4a, 4c, 6a, 6b, 6d, 6e</td>
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