



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 2017

Credit Hours: 3 credit hours

Prerequisite(s): NONE

Delivery Method: **Lecture** **0 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

*****10 hours in early childhood setting needed to complete assigned course work.***

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –***Only for Transfer Courses***-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

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, family and environments. Students will demonstrate understanding of the Infant/Toddler Environment Rating Scale (ITERS) by performing an evaluation in an infant/toddler classroom setting.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

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

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.	7. Identify and demonstrate professionalism in work with infants/toddlers, families, and colleagues.

COURSE TOPICS AND CONTENT REQUIREMENTS:

INSTRUCTIONAL METHODS:

Individual/Class Discussion Board
Observation of birth-three classroom setting --- journaling and portfolio
Video Clips
Online Resources
Learning Plans

INSTRUCTIONAL MATERIALS:

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.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

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
Extra credit available --- optional

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 0-59

OTHER REFERENCES

Illinois Early Learning Guidelines Birth – Three: Developmental Domains and Indicators
<http://www.isbe.state.il.us/earlychi/pdf/el-guidelines-0-3.pdf>
Part 407 Licensing Standards for Day Care Centers. Department of Children and Family Services (DCFS) April 2010.
ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.
Illinois Professional Teaching Standards (IPTS 2010) http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards http://www.dec-spced.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20n%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf
NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010
<http://www.naeyc.org/ncate/files/ncate/Std%201%20pager.pdf>
Abused and Neglected Child Reporting Act (online training)
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>
Developmentally Appropriate Practice – Revised. NAEYC.
Part 407 Licensing Standards for Day Care Centers. DCFS.

Course Competency/Assessment Methods Matrix

ECE 1202 – Foundations and Trends for Infants, Toddlers, Twos in Care and Education	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation (Obs. Exp. Lrng. Journal. - ITERS - ITC. COMPETENCY ASSESSMENT)	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment (Phil. and Reflect. - ITC. COMPETENCY ASSESSMENT)
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Demonstrate understanding of the developmental trajectory in children birth to three, inclusive of specific needs of individual needs of infants/toddlers. <i>ECE COMPETENCY: HGD1, HGD2, HGD3, LVL2</i> <i>IPTS: 1A, 8A, 8B, 8C, 8D, 8E, 8G, 9A</i> <i>NAEYC: 1a, 1b, 1c, 4a, 4c, 5a, 6c, 6d</i>			X						X				X		X				X													
Document the planned nurturance of very young children's cognition, language, social/emotional and motor competencies. <i>ECE COMPETENCY: HGD4, HGD5, LVL3</i> <i>IPTS: 8A, 8B, 8G, 8J, 8M, 9F</i> <i>NAEYC: 1a, 1b, 1c, 2b, 4a</i>									X			X		X					X													

