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

Resources
Gateways ECE Competencies and Suggested Roles
Illinois DCFS Part 407 Licensing Requirements
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.

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<tr>
<th>IPTS</th>
<th>IT Competencies</th>
<th>CEC/DEC Standards</th>
<th>NAEYC PSCECE</th>
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<tbody>
<tr>
<td>1A, 1B, 1C, 4C, 7A, 7B, 8A, 8C, 8G</td>
<td>CPD1, CPD2, CPD3</td>
<td>1a, 1b, 1c, 2c, 3a, 4a, 4b, 4c, 5a, 5b, 5c, 6e</td>
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2. Through field experience, demonstrate understanding of the high-quality environments and importance of positive relationships between family and practitioners serving children birth-three.

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<tr>
<td>8A, 8B, 8C, 8D, 8E, 8G, 8H, 8J, 8K, 9A, 9B, 9C, 9D, 9E, 9F</td>
<td>IRE4, IRE5, IRE6</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5c, 6d</td>
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3. Identify the physical and experiential environments recommended for a high-quality infant/toddler program.

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<tr>
<td>8A, 8B, 8G, 8J, 8M, 9F</td>
<td>HGD4, HGD5</td>
<td>1a, 1b, 1c, 2b, 4a</td>
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4. Identify the various formal and informal assessment strategies and use them to support the continuous development of all children

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<tbody>
<tr>
<td></td>
<td>OA1, OA2</td>
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<td>1b, 2c, 3a, 3c, 3d, 4c</td>
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5. Support development and plan curriculum that supports the very young child’s cognitive, linguistic, social and emotional, and motor competencies.

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<td>8C, 8H, 8J, 8N,9E</td>
<td>HSW3, HSW4, CPD4</td>
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