



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2202 Curriculum Programming

Date: Spring 2020

Credit Hours: 3

Prerequisite/Co-Requisite(s): ECE 1000 – Intro to ECE

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

*****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 acquaint the student with the broad knowledge of appropriate curriculum for young children from birth through age 8. Students will understand the central concepts, tools of inquiry, and structures of the content disciplines. Students will recognize and value the interdependence between children's relationships with others and their construction of knowledge. They will learn to view curriculum development as a collaborative, dynamic and ever-changing professional endeavor among colleagues, children, families and the community. They will take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on each child's current abilities and interests to expand competence in all content areas and developmental domains.

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:

- Describe the interrelationships among development, learning and experiences for children birth through age eight.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1F, 1G, 1L, 2A, 2C, 2G, 2M, 2N, 3A, 3E, 3I, 3J, 3L, 3O, 3P, 3Q, 4B, 4C, 4D, 4K, 4L, 5A, 5E, 5F, 5H, 5I, 5K, 5L, 5S, 7B	HGD1, CPD1	CC3K2	1a, 1b1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d

- Describe and explain principles of developmentally appropriate practice.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1K, 1L, 2E, 2G, 3A, 3C, 3D, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 8C, 8F, 8P, 9A, 9L	CPD1, CPD2, CPD3, CPD4, CPD5, CPD6, IRE2, IRE3, IRE4	EC3KA, CC7K1, EC7K1	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b, 5c, 6b, 6c

- Design, plan and evaluate integrated learning experiences supportive of children's development and learning using context knowledge in the Illinois Early Learning and Development Standards.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1F, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9B, 9I, 9J, 9K, 9O, 9R	CPD1, CPD2, CPD3, CPD4, CPD5, CPD6, CPD7, CPD8, CPD9, PPD3, PPD4	CC7K2, CC7K3, EC7K2	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d

4. Create and evaluate the physical environment and room arrangements; both indoors and outdoors.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1L, 2E, 3A, 3C, 3D, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 8C, 8F, 9A	IRE3, IRE4	CC5K1, EC3K2	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b, 5c, 6b, 6c

5. Identify strategies supportive of language development for each and every child, including those who are culturally, linguistically and ability diverse.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2Q, 3A, 3B, 3C, 3D, 3G, 3J, 3K, 3L, 3M, 3O, 3Q, 4E, 4P, 5A, 5B, 5C, 5E, 5I, 5J, 5K, 5M, 5P, 5S, 6B, 6C, 6E, 6J, 7G, 7I, 8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	CPD1, CPD4, CPD8	CC5K8, CC6K1-4, EC6K1-2	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d

6. Generate curriculum development strategies for diverse populations including children who are culturally, linguistically, and ability diverse.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7A, 7B, 7I, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	HGD4, CPD3	CC3K1, CC3K6, EC4K1	1a, 1b, 1c, 2a, 2b, 2c, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c

7. Explain the role of technology as a tool and resource in the early childhood classroom.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	CPD2, CPD3	CC7K4	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b

8. Identify methods to involve families in the curriculum process, planning, implementation and evaluation.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1C, 1E, 2G, 3F, 6C, 8A, 8B, 8D, 8H, 8O, 8P, 8Q, 9D, 9G, 9H, 9I, 9L, 9Q	FCR1, FCR2, FCR3, FCR4	EC8K1	1a, b, 1c, 2a, 2b, 2c, 3a, 4a, 6a, 6b

9. Identify observations, assessments, and implementation strategies supportive of curriculum planning, principles and concepts.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1H, 1J, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7A, 7B, 7I, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	HGD4, CPD3	EC7K3, EC8K3	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c

10. Identify and describe strategies to foster positive relationships with children that support development and learning.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1K, 2E, 2G, 3A, 3C, 3P, 4A, 4C, 4D, 4F, 4G, 4H, 4K, 4L, 4M, 4N, 4P, 4Q, 8P, 9A, 9L	IRE2, IRE3	CC5K2, CC5K7	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5b, 5c, 6b, 6c

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 develop interpersonal capacity.	3. Design, plan and evaluate integrated learning experiences supportive of children’s development and learning using context knowledge in the Illinois Early Learning and Development Standards.
Second Goal	
To connect learning to life.	3. Design, plan and evaluate integrated learning experiences supportive of children’s development and learning using context knowledge in the Illinois Early Learning and Development Standards.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- *Foundations of Early Childhood Education:* Developmentally Appropriate Practice; Principles of Development and Learning
- *Setting the Stage for Learning:* Planning and Implementing Effective Small Group Activities; Planning and Implementing Effective Whole Group Activities; Organizing Space, Materials, Time and Children’s Groups; Promoting Self-Discipline in Children; Evaluating and Guiding Children’s Progress by Using Authentic Assessment; Strengthening Developmentally Appropriate Programs Through Family Involvement
- *The Curriculum:* The Aesthetic Domain; The Cognitive Domain; The Language Domain; The Physical Domain; The Social Domain
- *Integrating Curriculum:* Integrating Curriculum Through Pretend and Constructive Play; Integrating the Curriculum by Using Themes and Projects

INSTRUCTIONAL METHODS:

Lecture
 Class discussion/demonstrations
 Class presentations (individual and group)
 Group project
 Weekly Assignments
 Research reviews and summaries

INSTRUCTIONAL MATERIALS:

Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education.
 6th Ed. (E-Text)
 Marjorie Kostelnik, Anne Soderman and Alice Whiren. 2015

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Class attendance/participation

Methods of evaluation include:

- Personal reflections
- Material development (lessons and activities)
- Research reviews/summaries
- Professional development activity
- In-class presentations
- Group/Team Unit project

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

- Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, Revised Edition. Sue Bredekamp. NAEYC.
- Developmental Profiles: Pre-Birth Through Twelve. 6th Ed. Allen and Marotz.
- ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ecce-competencies-by-credential-level-and-suggested-role/file
- Illinois Early Learning Standards (Illinois State Board of Education)
http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
- Illinois Professional Teaching Standards (IPTS 2010)
http://education.illinois.edu/ci/oce/Documents-new/Professional_Teaching_Standards.pdf
- Standards for Certification in Early Childhood Education (ECE Content Area Benchmarks)
http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/26110_earlychildhood.pdf
- Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
http://www.dec-sped.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20in%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_1pager.pdf
- Abused and Neglected Child Reporting Act (online training)
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>

Course Competency/Assessment Methods Matrix

ECE 2202 – Curriculum Programming	Assessment Options																															
<p>For each competency/outcome place an “X” below the method of assessment to be used.</p>	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	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 (Miss.Stat. PPD3, PPD4; Floor Plan, IRE3, IRE4; Lean.Plan, CPD1, CPD2, CPD3 – COMPETENCY ASSESSMENTS)
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
<p>Describe the interrelationships among development, learning and experiences for children birth through age eight. ECE COMPETENCY: HGD1, LVL2; CPD1; LVL3 IPTS: 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1L, 2A, 2C, 2G, 2M, 2N, 3A, 3E, 3I, 3J, 3L, 3O, 3P, 3Q, 4B, 4C, 4D, 4K, 4L, 5A, 5E, 5F, 5H, 5I, 5K, 5L, 5S, 7B NAEYC: 1a, 1b1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d</p>			X										X																			X
<p>Describe and explain principles of developmentally appropriate practice. ECE COMPETENCY: CPD1, CPD2, CPD3, LVL3; CPD4, CPD5, CPD6, LVL4 IRE2, LVL2; IRE3, IRE4; LVL3 IPTS: 1A, 1B, 1C, 1D, 1E, 1K, 1L, 2E, 2G, 3A, 3C, 3D, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 8C, 8F, 8P, 9A, 9L NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b, 5c, 6b, 6c</p>			X										X																			X

