



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1204 – Developmentally Appropriate Practices for Infants, Toddlers, Twos

Date: Fall 2017

Credit Hours: 3 credit hours

Prerequisite(s): ECE 1202 – Foundations/Trends for Infants, Toddlers, Twos Care and Education

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

*****15 hours interacting with children/families 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 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.

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:

- Gain understanding and knowledge of the central concepts identified to support the learning processes of children birth-three.

IPTS	ITC Competencies	NAEYC Standards
1A, 1B, 1C, 4C,7A, 7B, 8A, 8C, 8G	CPD1, CPD2, CPD3	1a, 1b, 1c, 2c, 3a, 4a, 4b, 4c, 5a, 5b, 5c, 6e

- Through field experience, demonstrate understanding of the high-quality environments and importance of positive relationships between family and practitioners serving children birth-three.

IPTS	ITC Competencies	NAEYC Standards
8A, 8B, 8C, 8D, 8E, 8G, 8H, 8J, 8K, 9A, 9B, 9C, 9D, 9E, 9F	IRE4, IRE5, IRE6	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5c, 6d

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

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

- Identify the various formal and informal assessment strategies and use them to support the continuous development of all children.

IPTS	ITC Competencies	NAEYC Standards
	OA1, OA2	1b, 2c, 3a, 3c, 3d, 4c

- Support development and plan curriculum that supports the very young child's cognitive, linguistic, social and emotional, and motor competencies.

IPTS	ITC Competencies	NAEYC Standards
8C, 8H, 8J, 8N,9E	HSW3, HSW4, CPD4	1a, 1b, 1c, 4b, 4c, 5a, 5c

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 understand and use technology effectively and to understand its impact on the individual and society.	2. Through field experience, demonstrate understanding of the high-quality environments and importance of positive relationships between family and practitioners serving children birth-three.

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

Class/group discussions – Discussion Board

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

Written assignments

Learning Plans

INSTRUCTIONAL MATERIALS:

The Creative Curriculum for Infants, Toddlers and Twos (Volumes 1-3). Diane Trister Dodge, Sherrie Rudick and Kai-Lee Berke. Teaching Strategies, Inc. 2011.

Part 407 Illinois Department of Children and Family Services (DCFS) Day Care Licensing Standards. Revised September, 2014. <http://www.state.il.us/dcfs/docs/407.pdf> (*Licensing Standards are also available in the Bookstore*)

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Regular online weekly attendance.

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.

Videotape critiques.

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

The Creative Curriculum for Infants, Toddlers and Twos Developmental Continuum Assessment Toolkit.
Online version of Creative Curriculum

ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.

Illinois Early Learning Guidelines Birth – Three: Developmental Domains and Indicators
<http://www.isbe.state.il.us/earlychi/pdf/el-guidelines-0-3.pdf>

Illinois Professional Teaching Standards (IPTS 2010)
http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010
http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf

Course Competency/Assessment Methods Matrix

ECE 1204 – Developmentally Appropriate Practices for Infants, Toddlers, and Twos	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	Writing Samples	Portfolio Evaluation (ITC.COMPETENCY ASSESS)	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 (Newsletter; Learning Plan; ITC.COMPETENCY ASSESSMENTS)	
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								
Gain understanding and knowledge of the central concepts identified to support the learning processes of children birth-three. ECE COMPETENCY: CPD1, CPD2, CPD3; LVL3 IPTS: 1A, 1B, 1C, 4C,7A, 7B, 8A, 8C, 8G NAEYC: 1a, 1b, 1c, 2c, 3a, 4a, 4b, 4c, 5a, 5b, 5c, 6e													X		X		X													X	X		

