

Washtenaw Community College Comprehensive Report

ECD 225 Infant-Toddler: Critical Competencies for Working with Young Children Effective Term: Fall 2022

Course Cover

College: Advanced Technologies and Public Service Careers

Division: Advanced Technologies and Public Service Careers

Department: Public Service Careers

Discipline: Early Childhood Development

Course Number: 225

Org Number: 15400

Full Course Title: Infant-Toddler: Critical Competencies for Working with Young Children

Transcript Title: Infant-Toddler Competencies

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Course Change

Change Information:

Pre-requisite, co-requisite, or enrollment restrictions

Rationale: Program updates for ECD.

Proposed Start Semester: Fall 2022

Course Description: In this course, students will explore the critical role that the adult-child relationship plays in supporting infant and toddlers' optimal development and learning in three key areas: (1) social-emotional, (2) cognitive, and (3) language and literacy. Students will also gain knowledge and skills that support the unique characteristics of infants and toddlers from dual-/multilingual families. This course was previously CCP 225.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 Student: 45

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

ECD 220 minimum grade "C"

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University
Ferris State University
Grand Valley State University
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Other : UM Dearborn Madonna

Student Learning Outcomes

1. Identify and demonstrate three specific interaction strategies that support infants and toddlers' optimal cognitive development.

Assessment 1

Assessment Tool: Cognitive Strategies Assignment

Assessment Date: Fall 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of all students will achieve a minimum of 75% on the task.

Who will score and analyze the data: Departmental faculty

2. Identify and demonstrate three specific interaction strategies that support infants and toddlers' optimal social and emotional development.

Assessment 1

Assessment Tool: Social-Emotional Strategies Assignment

Assessment Date: Fall 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of all students will achieve a minimum of 75% on the task.

Who will score and analyze the data: Departmental faculty

3. Identify and demonstrate three specific interaction strategies that support infants and toddlers' optimal language and literacy development.

Assessment 1

Assessment Tool: Language and Literacy Strategies Assignment

Assessment Date: Fall 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of all students will achieve a minimum of 75% on the task.

Who will score and analyze the data: Departmental faculty

- Identify specific strategies that support the unique needs of infants and toddlers from dual-/multilingual families.

Assessment 1

Assessment Tool: Strategies for Unique Populations paper

Assessment Date: Fall 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of all students will achieve a minimum of 70% on the task.

Who will score and analyze the data: Departmental faculty

Course Objectives

- Identify the connection between attachment and the acquisition of knowledge through exploration.
- Demonstrate interaction strategies that encourage children's concept development.
- Describe the progression of representational thinking.
- Identify child behaviors that demonstrate representational thinking.
- Demonstrate attachment strategies that positively impact infants and toddlers.
- Identify caregiving practices that support the development of self-reflection in the first three years of a child's life.
- Identify strategies that positively encourage appropriate behavior, while minimizing behavior challenges.
- Identify and demonstrate interaction strategies that support the development of young children's receptive communication skills.
- Identify and demonstrate interaction strategies that support the development of young children's expressive communication skills.
- Identify and demonstrate specific strategies to engage young children in early literacy activities.
- Identify strategies to support the cognitive development of dual-/multilingual learners.
- Describe the unique characteristics of social and emotional development for dual-/multilingual learners.
- Identify the sequence of language and literacy development for dual-/multilingual learners.

New Resources for Course

We have obtained the rights to distribute an electronic resource in place of a textbook. The requirement is that we cite the resource in this way: Reschke, K., LeMoine, S., Greene, K., & Macasaet, K. (2019).

ZERO TO THREE Critical Competencies for Infant-Toddler Educators™ Course Textbook. Washington, DC: ZERO TO THREE.

Course Textbooks/Resources

Textbooks

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Reviewer

Faculty Preparer:

Beth Marshall

Action

Faculty Preparer

Date

Jan 12, 2022

Department Chair/Area Director:

<i>Ruth Walsh</i>	<i>Recommend Approval</i>	<i>Jan 14, 2022</i>
Dean:		
<i>Jimmie Baber</i>	<i>Recommend Approval</i>	<i>Jan 18, 2022</i>
Curriculum Committee Chair:		
<i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Feb 15, 2022</i>
Assessment Committee Chair:		
<i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Feb 15, 2022</i>
Vice President for Instruction:		
<i>Kimberly Hurns</i>	<i>Approve</i>	<i>Feb 18, 2022</i>