



## North Iowa Area Community College Course Outline

Please follow the included instructions when completing this form. Direct questions to Division Chair. After Course Outline is completed, please submit to Division Chair for review, who then submits to Administrative Assistant to the Vice President for Academic Affairs for review by the Curriculum and Academic Affairs Council (CAAC).

<b>Prepared by:</b>	Nancy Fallis
<b>Date Approved by CAAC:</b>	September 9, 2019
<b>Course Title:</b>	Infant/Toddler Care and Education
<b>Course Number:</b>	ECE-221
<b>Equivalent Prior Course Numbers:</b>	n/a
<b>Academic Division/Department:</b>	Social Sciences

**Credits – Semester Hours (s.h.):**

**Contact Hours** As defined by the Iowa Department of Education in consultation with Division Chair/Registrar (see attached instructions).

Lecture:	<input type="text" value="45"/>	1 s.h. = 15 contact hours
Lab:	<input type="text" value="0"/>	1 s.h. = 30 contact hours
Clinical Practice:	<input type="text" value="0"/>	1 s.h. = 45 contact hours
Work Experience:	<input type="text" value="0"/>	1 s.h. = 60, 75, 90, or 105 contact hours
<b>Total:</b>	<input type="text" value="45"/>	

**Prerequisite(s):**

None

**Corequisite(s):**

None

**Course Description:**

Focuses on care, education, and assessment of children from birth to thirty-six months. Prepares students to utilize, developmentally appropriate evidenced-based practices including responsive caregiving, routines as curriculum, collaborative relationships with culturally, linguistically, and ability diverse children and families, and a focus on the whole child in inclusive settings.

**Required Textbook(s) and Other Required Materials:**

Infants, Toddlers, & Caregivers (11), Gonzales-Mena, 2017, isbn 9781259955631, McGraw

**Purpose of Course** Check one [X] in consultation with Division Chair.

<input type="checkbox"/>	Arts and Sciences (General Education)
<input checked="" type="checkbox"/>	Arts and Sciences
<input type="checkbox"/>	Career and Technical (General Education)
<input type="checkbox"/>	Career and Technical
<input type="checkbox"/>	Developmental

If course is offered only in specific semesters, please explain below:

Summer

Maximum number of weeks for which the course is offered:

6

[Do not edit the following section. Managed by Academic Affairs]

Is this a Core Competency Anchor Course? YES ☐ NO ☐

If "Yes," list Core Competency Student Learning Outcome Numbers being taught and assessed in this course (2.2, 3.1, etc.)

(Example) 2.2 [Press Tab to create new rows for each SLO]

### Student Learning Outcomes (SLOs):

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

1. Describe the development of infants and toddlers with emphasis on the whole child and understanding of individual needs based on culture, language and ability.  
NAEYC Standards 1a, 1b
2. Demonstrate developmentally appropriate, evidenced-based caregiving strategies for infants and toddlers that enhance their optimum growth in all areas of development:
  - a. Explain health and safety measures and legal requirements. NAEYC Standard 6b
  - b. Describe the role of adults in creating respectful, responsive, collaborative partnerships each child, family and staff. NAEYC Standards 2a, 2b, 2c
  - c. Plan appropriate environments including room arrangement, equipment, materials and adaptations for individual needs. NAEYC Standards 1c, 4c, 5c
  - d. Identify guidance strategies which nurture self-regulation and a positive sense of self. NAEYC Standard 4c
  - e. Explain strategies that support emerging communication skills, curiosity and creativity for each child. NAEYC Standard 5b
3. Utilize informal and formal assessments as the basis for guided learning experiences.  
NAEYC Standards 3b, 3d
4. Use self- reflection as a tool to improve teaching and interactions.  
NAEYC Standards 4d, 6d
5. Apply professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, dispositions of effective teachers including sensitivity to culture, language and ability.  
NAEYC Standard: 6b.

Promoting Child Development and Learning

1a: Knowing and understanding young children's characteristics and needs	X	2K; 5K; 7K
1b: Knowing and understanding the multiple influences on development and learning	X	2K; 3K/D; 5K; 7K
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments	X	2 D/ P; 3 P 5 K/ D/P;

		7 K/ D/ P
<b><i>Building Family and Community Relationships</i></b>		
2a: Knowing about and understanding family characteristics	X	3 K; 10K
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	X	3 D /P; 7 K/D/P 10 D/P
2c: Involving families and communities in their children's development and learning	X	3 P; 7 K/D/P 10 D/P
<b><i>Observing, Documenting and Assessing to Support Young Children and Families</i></b>		
3a: Understanding the goals, benefits and uses of assessment		5 K; 7K; 8 K
3b: Knowing about and using observation, documentation and other appropriate assessment tools	X	5 D/P; 7 K/D/P 8 K/D/P
3c: Understanding and practicing responsible assessment	X	5 D/P; 7 D/P; 8 K/D/P
3d: Knowing about assessment partnerships with families and other professionals		5 K; 7 K/D; 8 D
<b><i>Teaching and Learning</i></b>		
4a: Connecting with children and families	X	6 K/D/P; 7 K/D/ P; 10 K/D/ P
4b: Using developmentally effective approaches	X	1 D/P; 2 K/D/P; 3 D/P; 4/K/D/P; 5/K/D/P; 6/K/D/P; 7/K/D/P
4c: Understanding content knowledge in early education	X	1 K/D
4d: Building meaningful curriculum	X	1 K/D/P; 2/K/D/P; 4 K/D/P; 5K/D/P; 7 K/D/P
<b><i>Becoming a Professional</i></b>		
5a: Identifying and involving oneself with the early childhood field		9 K/P; 10 D/P
5b: Knowing about and upholding ethical standards and other professional guidelines	X	9 K/D/P; 10 K/D/P
5c: Engaging in continuous, collaborative learning to inform practice	X	9 K/D/P; 10 K/D/P
5d: Integrating knowledgeable, critical and reflective perspectives on early education	X	9 K/D/P; 10 D/P
<b>5e: Engaging in informed advocacy for children and the profession</b>		9 D/P; 10D/P

