

Washtenaw Community College Comprehensive Report

CCP 225 Infant-Toddler: Critical Competencies for Working with Young Children Effective Term: Fall 2020

Course Cover

Division: Advanced Technologies and Public Service Careers

Department: Public Service Careers

Discipline: Child Care Professional

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:

Reason for Submission: New Course

Change Information:

Rationale: While we currently offer one course on Infant-Toddler Care, many of our students work with this age group and need additional information on critical interaction strategies while working with this young age group.

Proposed Start Semester: Fall 2020

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-/multi-lingual families.

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

CCP 101 minimum grade "C"; may enroll concurrently

General Education

Request Course Transfer

Proposed For:

Central Michigan University
College for Creative Studies
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 :

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-/multi-lingual 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-/multi-language learners.
- Describe the unique characteristics of social and emotional development for dual-/multi-language learners.
- Identify the sequence of language and literacy development for dual-/multi-language 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

Department Chair/Area Director:

Action

Faculty Preparer

Date

Dec 17, 2019

<i>Ruth Walsh</i>	<i>Recommend Approval</i>	<i>Dec 26, 2019</i>
Dean:		
<i>Jimmie Baber</i>	<i>Recommend Approval</i>	<i>Jan 29, 2020</i>
Curriculum Committee Chair:		
<i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Mar 04, 2020</i>
Assessment Committee Chair:		
<i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Mar 06, 2020</i>
Vice President for Instruction:		
<i>Kimberly Hurns</i>	<i>Approve</i>	<i>Mar 06, 2020</i>