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

4. 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

1. Identify the connection between attachment and the acquisition of knowledge through exploration.
2. Demonstrate interaction strategies that encourage children's concept development.
3. Describe the progression of representational thinking.
4. Identify child behaviors that demonstrate representational thinking.
5. Demonstrate attachment strategies that positively impact infants and toddlers.
6. Identify caregiving practices that support the development of self-reflection in the first three years of a child's life.
7. Identify strategies that positively encourage appropriate behavior, while minimizing behavior challenges.
8. Identify and demonstrate interaction strategies that support the development of young children's receptive communication skills.
9. Identify and demonstrate interaction strategies that support the development of young children's expressive communication skills.
10. Identify and demonstrate specific strategies to engage young children in early literacy activities.
11. Identify strategies to support the cognitive development of dual-/multilingual learners.
12. Describe the unique characteristics of social and emotional development for dual-/multilingual learners.
13. 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	Action	Date
Faculty Preparer:		
Beth Marshall	*Faculty Preparer*	*Jan 12, 2022*
Department Chair/Area Director:		

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

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
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   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
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Who will score and analyze the data: Departmental faculty

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

Assessment 1

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10. Identify and demonstrate specific strategies to engage young children in early literacy activities.
11. Identify strategies to support the cognitive development of dual-/multi-language learners.
12. Describe the unique characteristics of social and emotional development for dual-/multi-language learners.
13. Identify the sequence of language and literacy development for dual-/multi-language learners.

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Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

Reviewer	Action	Date
Faculty Preparer:		
Beth Marshall	*Faculty Preparer*	*Dec 17, 2019*
Department Chair/Area Director:		

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