Miami Dade College

Course Competencies Template - Form 112

GENERAL INFORMATION	
Name: Dr. Susan Neimand	Phone #: (305) 237-6152
Course Prefix/Number: EEC1001	Course Title: Introduction to Early Childhood Infant and Toddler Education
Number of Credits: 3	

Degree Type	☐ B.A. ☐ B.S. ☐ B.A.S ☒ A.A. ☒ A.S. ☐ A.A.S. ☒ C.C.C. ☐ A.T.C. ☐ V.C.C
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1

☐ New Course Competency   ☒ Revised Course Competency

Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): ☐ Yes   ☒ No

The above course links to the following Learning Outcomes:

☒ Communication	☒ Social Responsibility
☐ Numbers / Data	☒ Ethical Issues
☒ Critical thinking	☒ Computer / Technology Usage
☒ Information Literacy	☒ Aesthetic / Creative Activities
☒ Cultural / Global Perspective	☐ Environmental Responsibility

Course Description (limit to 50 words or less, **must correspond with course description on Form 102**):
This course provides the student with an overview of best practices in early childhood infant and toddler education and services for young children and their families. The student will learn information on curriculum theorists, societal changes, program differentiation**,** and future trends of infant and toddler education.

Prerequisite(s): EEC2407	Corequisite(s):

Course Competencies: (for further instruction/guidelines go to: http://www.mdc.edu/asa/curriculum.asp)

Upon completion of the course, the student will:

Competency 1: Recognize concepts of developmentally and culturally responsive practice by:

a. Discussing the characteristics of developmentally appropriate program (DAP) practices that guide growth and development of infants and toddlers.
b. Discussing cultural differences in caregiving practice.
c. Describing the anti-bias curriculum approach to infant and toddler education.
d. Identifying relationships, routines, environment, and caregiving opportunities as curriculum.
e. Reviewing the components of effective organization and management of infant and toddler environments (e.g., routines, rituals, schedules).
f. Identifying schedules that provide a variety of indoor and outdoor learning experiences and a balance between types of activities: individual and group, small and large group, teacher-initiated and child-initiated, and quiet and active.
g. Reviewing the characteristics of group size, ratios, primary caregiving, continuity of care and their relationship to quality.
h. Identifying the various types of early care and education programs for infants and toddlers such as: child care, early intervention programs, Early Head Start.

Competency 2: Summarize brain development, prenatal development, and childbirth by:

a. Identifying the core concepts of genetics and prenatal development.
b. Discussing the fetus, the womb and mother's experience in relationship to development.
c. Identifying childbirth methods and practices across cultures.
d. Examining basic principles of brain development.
e. Discussing the effect of stress on development.

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f. Listing factors that may contribute to atypical development.
g. Recognizing prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability.

Competency 3: Examine theories related to child growth and development by:

a. Defining relationship-based theory.
b. Identifying the core concepts of prenatal, infant and toddler development
c. Reviewing the developmental domains, i.e. social, emotional, cognitive, physical, and language).
d. Discussing theoretical frameworks, such as: Constructivism, Behaviorism.
e. Discussing theories of social, emotional, and cognitive development, such as: Erikson, Maslow, Bowlby, Piaget, Vygotsky, Steiner, Montessori.

Competency 4: Analyze concepts of attachment and social emotional development and the relationship to behavior by:

a. Reviewing temperamental traits and patterns.
b. Defining and describing stages of attachment.
c. Identifying cultural influences on attachment.
d. Identifying interconnection of relationship and learning.
e. Researching strategies that assist in the development of intrinsic motivation of children.

Competency 5: Identify the relationship between behavior and concepts of social emotional development by:

a. Examining issues that influence grouping of infant and toddlers in early childhood programs such as: group size, ratios, primary caregiving and continuity of care, and the effects on behavior.
b. Discussing the relationship between child development and realistic expectations.
c. Examining challenging behavior and mental health issues.
d. Discussing the influence of caregiver expectations on child development.
e. Identifying developmentally appropriate strategies for guiding and managing children's behavior.
f. Suggesting strategies that facilitate the coordination of family and early childhood personnel support for children's positive behavior.

Competency 6: Observe and record behavior by:

a. Defining the importance and use of observing and recording of young children's behavior.
b. Identifying types of observation methods such as: anecdotal records, time sampling, developmental checklist.
c. Differentiating between subjective and objective observations.
d. Demonstrating the ability to write an objective observation on an individual child.
e. Distinguishing between screening, assessment, and evaluation.
f. Using appropriate information gathering and non-biased assessment resources and strategies.
g. Selecting approaches for involving families in the evaluative process.
h. Analyzing how the environment affects behavior.

Competency 7: Identify and characterize major curriculum models by:

a. Identifying the major historical theorists and their contributions to child development.
b. Applying developmental theories to appropriate practice and programming.
c. Discussing importance of play and discovery to development and learning.
d. Examining methods of creating responsive, relationship-based environments.
e. Researching curriculum approaches, such as: Resources for Infant Educarers, High/Scope, The Creative Curriculum, Montessori, Reggio Emilia, and the Waldorf School.
f. Examining the inclusion of children with disabilities in child development and education programs.
g. Identifying the impact of research, events, and advances in technology on curriculum and instructional strategies in early childhood.

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Competency 8: Explain family and societal influences on the lives of young children by:

    a. Discussing the variety of family systems and how these systems impact the developing child.
    b. Examining the influence of societal factors such as media, technology, social policies, and violence on the developing child.
    c. Identifying strategies for encouraging and facilitating family and community partnerships in all phases of school programs.
    d. Examining strategies for effective family conferences for an individual child.
    e. Identifying barriers that limit access to high quality care or services.
    f. Selecting effective communication techniques to use with families.
    g. Selecting appropriate techniques for identifying family concerns, priorities, and resources as they relate to developing a family support plan.
    h. Listing federal and State supported programs that provide services for young children and their families.

Competency 9: Define the teacher's role as a professional by:

    a. Explaining the type of professional behavior expected of an adult in the classroom, such as: demonstrating professional characteristics such as responsibility, cooperation, and dependability.
    b. Identifying the components of a cooperative team approach.
    c. Sharing experiences with others in a professional manner including demonstrating respect for child, family, and center confidentiality.
    d. Identifying professional early childhood organizations on the local, state, and national level and analyzing their position statements.
    e. Identifying opportunities for professional growth.
    f. Determining current issues, trends and educational innovations and legislation.
    g. Examining NAEYC Code of Ethics and summarizing procedures for protecting the rights of children, families, and professionals.
    h. Demonstrating ethical conduct for early care and education professionals.
    i. Summarizing procedures for protecting the rights of children, families, and colleagues.
    j. Stating State standards and national standards, policies, and position statements for young children.
    k. Defining the roles and responsibilities of early care and education professionals.