

Course Competencies Template - Form 112

GENERAL INFORMATION		
Name: Dr. Susan Neimand	Phone #: (305) 237-6152	
Course Prefix/Number: EEC1522	Course Title: Infant and Toddler Environments	
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):		
The above course links to the following Learning Out ☐ Communication ☐ Numbers / Data ☐ Critical thinking ☐ Information Literacy ☐ Cultural / Global Perspective	comes: ☐ Social Responsibility ☐ Ethical Issues ☐ Computer / Technology Usage ☐ Aesthetic / Creative Activities ☐ Environmental Responsibility	
Course Description (limit to 50 words or less, <u>must</u> correspond with course description on Form 102): This course, commonly referred to as <i>The Ten Components of Quality Child Care</i> , provides the student with information on comprehensive coverage of planning the physical facilities, equipment, and materials for quality infant and toddler environments. Course content allows for observations and examination of how the physical environment affects development of children and supports individual differences utilizing appropriate and culturally responsive strategies. The student will learn about curriculum planning, promoting social and emotional development, language and literacy, and comprehensive family support services in relation to establishing quality environments for children.		
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: Summarize the characteristics of quality care for infants and toddlers by:

- a. Identifying components of quality care including, health, safety, staff, curriculum planning, play, social/emotional development, language and literacy, culturally responsive caregiving, and comprehensive family support services.
- b. Recognizing the impact of poor quality care on development.
- c. Developing a shared vision of quality care.
- d. Writing a continuous quality improvement plan.

Competency 2:Identify how to plan for, establish and maintain a safe, clean and healthy learning environment for infants and toddlers by:

- a. Examining licensure standards and best practice recommendations for quality.
- b. Identifying quality standards by observing, collecting data, and demonstrating developmentally appropriate health, safety, and nutrition experiences.
- c. Identifying potential hazards for classroom and playground safety in physical facilities, equipment and materials.
- d. Identifying accidents common to children, appropriate first aid techniques, and reporting procedures.
- e. Outlining fire and other disaster evacuation procedures.

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- f. Summarizing the procedures for disease control and prevention.
- g. Identifying the role of proper nutrition for infant and toddler development.
- h. Identifying a food program to meet the nutritional needs of children.

Competency 3: Summarize the connection of a well-trained staff to quality care by:

- a. Identifying, developing, and implementing appropriate individual professional development plans to meet training needs.
- b. Formulating center-wide training plans.
- c. Identifying Florida Child Care Professional Certificate and National Child Development Associate Competency goals and functional areas.
- d. Comparing and contrasting minimal State licensing standards and nationally recognized accreditation standards that apply to infant and toddler education and care programs and settings.
- e. Identifying the roles and responsibilities of early care and educational professionals.

Competency 4: Summarize curriculum planning for infants and toddlers by:

- a. Defining curriculum as a process that is relationship-based.
- b. Defining curriculum for infants and toddlers.
- c. Planning daily and weekly curricula by observing and evaluating.
- d. Identifying developmentally appropriate experiences and resources that provide a creative, relevant, and success-oriented environment based on varying ability levels.
- e. Examining individualized programming for typical and atypical development.
- f. Designing an appropriate environment based on curriculum needs.

Competency 5: Summarize the role of play in learning by:

- a. Describing how the infant learns through play.
- b. Comparing and contrasting the developmental stages of play from infant and toddlers to preschoolers.
- c. Designing appropriate opportunities and environment that fosters social interaction and play.
- d. Identifying activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.
- e. Developing activities promoting the development of gross and fine motor skills.

Competency 6: Analyze how social/emotional development is enhanced by:

- a. Identifying ratio and group size standards.
- b. Examining the impact of large group and high child-to-teacher ratios on quality.
- c. Analyzing the relationship of bonding and attachment to infant mental health.
- d. Recognizing the impact of primary caregiving, responsive caregiving, caregiver-child relationship, and continuity of care to quality programming.
- e. Designing an appropriate environment that fosters social/emotional development.

Competency 7: Summarize development of language and emerging literacy by:

- a. Identifying the progression of language development.
- b. Developing shared reading experiences by choosing appropriate books.
- c. Designing language and literacy rich environments.
- d. Compiling emerging and early literacy activities.
- e. Identifying strategies for enhancing language acquisition and communication skills.

Competency 8: Identify characteristics of culturally responsive caregiving by:

- a. Identifying the effect of culture on caregiving practices.
- b. Analyzing concepts of independence v. interdependence on caregiving practice.
- c. Examining strategies in resolving cultural differences.
- d. Promoting and facilitating family involvement and mutual respect.

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Competency 9: Summarize comprehensive family support services by:

- a. Identifying risk and protective factors.
- b. Examining support for families with complex needs.
- c. Recognizing caregivers' role on family support teams.
- d. Identifying how to initiate the provision of comprehensive support services.
- e. Designing a facility plan that provides for family support services.
- f. Identifying activities designed to avoid bias and stereotyping.
- g. Recognizing appropriate strategies and activities that provide for the communication and language needs of children and families with limited English proficiency.
- h. Discussing appropriate strategies for working with diverse family structures, patterns, and values.
- i. Creating accommodations for cultural, linguistic, and literacy differences.

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