

| GENERAL INFORMATION | | | |
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| Name: Dr. Susan Neimand | Phone #: (305) 237-6152 | | |
| Course Prefix/Number: EEC2700 | Course Title: Developing Curriculum for Infants and Toddlers | | |
| Number of Credits: 3 | | | |
| Degree Type | <input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input checked="" type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C | | |
| Date Submitted/Revised: 2008-1 | Effective Year/Term: 2009-1 | | |
| <input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency | | | |
| Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | |
| The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility </td> </tr> </table> | | <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Cultural / Global Perspective | <input checked="" type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility |
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| 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>Birth To Three</i> , provides the prospective early childhood professional with information about developing appropriate curriculum for infants and toddlers based on health, safety, physical, social, emotional, cognitive, linguistic, and communication development. The student will focus on learning about developmentally appropriate curriculum and learning opportunities based on daily classroom routines. | | | |
| 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 knowledge of state and local rules and regulations by:

- a. Identifying the major areas of child care standards in Florida.
- b. Identifying the local licensing agency and examining local child care standards that govern child care.
- c. Critiquing state minimal standards for screening of owners, operators, staff, volunteers, and others.
- d. Discussing ethical conduct for early care and education professionals.

Competency 2: Explain/justify knowledge of universal health and safety procedures by:

- a. Identifying basic principles of universal safety precautions.
- b. Analyzing current health and safety practices in infant and toddler programs.
- c. Describing and modifying current health and safety practices in infant and toddler programs.
- d. Applying best health and safety practices in a classroom setting.

Competency 3: Outline/categorize the developmental profile and characteristics of infant and toddler physical health by:

- a. Examining developmental sequences of children birth to three years old.
- b. Identifying components of typical healthy physical development.
- c. Analyzing examples of atypical physical development of children
- d. Identifying and reporting on an individual child's physical developmental patterns.

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- e. Observing, planning, and implementing strategies appropriate to individual child's developmental patterns to enhance physical health.
- f. Identifying the major influences on child development, such as: biology, environment, health, and nutrition, socioeconomics, family, community, and societal attitudes.

Competency 4: Summarize knowledge of individual differences in learning styles and approaches to learning by:

- a. Identifying their own learning style and approach to learning.
- b. Assessing children's learning styles and approaches to learning.
- c. Analyzing the impact of environment on learning styles and approaches to learning.
- d. Observing, planning and implementing activities based on developmentally appropriate approaches to learning.
- e. Identifying developmentally appropriate practices that accommodate different learning styles, multiple intelligences, and varying ability levels.

Competency 5: Analyze and evaluate healthy social and emotional development by:

- a. Identifying components of healthy social and emotional development
- b. Analyzing the impact of relationships on development.
- c. Discussing how trust and security form the basis of all development.
- d. Examining the role of emotional regulation in the process of development.
- e. Discussing the development of self concept.
- f. Observing, planning and implementing strategies to enhance social and emotional development.

Competency 6: Explain/summarize language and communication development by:

- a. Sequencing the development of language.
- b. Analyzing modes of communication utilized by young children.
- c. Identifying precursors of emergent and early literacy.
- d. Researching a variety of literature and print materials for use with young children.
- e. Observing, planning and implementing strategies to enhance language and communication development.
- f. Creating activities that provide a creative, relevant, and success-oriented environment.
- g. Acquiring emergent and early literacy activities.
- h. Locating strategies for building upon early learning experiences.

Competency 7: Chart the process of cognitive development by:

- a. Discussing the role of exploration and sensory discovery in healthy cognitive development.
- b. Discussing the role of concept development and memory in healthy cognitive development.
- c. Researching the role of creativity and imagination in healthy cognitive development.
- d. Defining the roles of teachers and families in supporting cognitive development.
- e. Developing strategies to promote the development of concepts and memory.
- f. Researching materials and activities for healthy cognitive development.
- g. Comparing and contrasting developmentally appropriate materials for healthy cognitive development.
- h. Observing, planning and implementing activities for healthy cognitive development.
- i. Selecting activities that support the development of critical thinking and problem-solving skills, knowledge of cause-and-effect relationships, and the ability to predict outcomes.
- j. Identifying activities that support the development of language arts, mathematics, science, and social studies concepts.
- k. Creating an environment that supports the curriculum, the development of the whole child, and positive behavior.

Competency 8: Clarify knowledge of physical motor development by:

- a. Defining the stages of gross and fine motor development.
- b. Identifying typical profiles and characteristics of motor development.
- c. Selecting activities that promote the development of both fine and gross motor skills.

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- d. Discussing the importance of spontaneity, flexibility and unstructured materials in promoting physical motor development.
- e. Assessing use of motor development equipment and activities in a given classroom.
- f. Observing, planning and implementing classroom and outdoor activities for healthy motor development.
- g. Organizing space, equipment, facilities, and materials to provide opportunities for private and personal space.

Competency 9: Summarize knowledge of infant/toddler development by:

- a. Discussing how physical, social, emotional, language, and cognitive development are inextricably linked.
- b. Discussing the ways in which developmentally appropriate activities promote physical, social, emotional and cognitive development.
- c. Developing a Resource File of activities that foster children's physical, cognitive and creative development.
- d. Identifying activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.
- e. Creating 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.

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