

FLORIDA STATE COLLEGE AT JACKSONVILLE

NON-COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	CHD 1110
COURSE TITLE:	Infant and Toddler Care I (Development)
PREREQUISITE(S):	None
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	25
CATALOG COURSE DESCRIPTION:	
<p>This course introduces infant and toddler care workers to the stages of human development from birth to three years. The course also covers the impact of health, parenting, environment, nutrition, mental health and self-esteem on normal and abnormal development. The course is useful for CDA (Child Development Associate) documentation.</p>	
SUGGESTED TEXT(S):	<p><u>Early Lap</u>, Glover, Preminger, and Sanford. Kaplan Publishers. Latest Edition.</p> <p><u>Infants and Toddlers: Curriculum and Teaching</u>, Delmar, Latest Edition</p>
IMPLEMENTATION DATE:	November 14, 1987
REVIEW OR MODIFICATION DATE:	<p>Fall Term, 1996 (971) Fall Term, 2002 (20031) Fall Term, 2008 (20091) - Outline Review 2007</p>

COURSE TOPICS	<u>CONTACT HOURS PER TOPIC</u>
I. Study of Child Development	4-5
A. Importance of Educators/Caregivers - How to Use Data	
B. Early Stimulation and Intervention/ Infant-Toddler Programs - History and Impact	
C. Theories of Infant Development	
D. Future Trends in Education - Infant and Toddler Programs	
II. Growth and Development	16-20
A. Normal Physical Development	
B. Normal Skill Development - 0-36 months	
C. Abnormal Development	
III. Care and Caregivers - Impact on Development	16-20
A. Health and Nutrition	(4-5)
B. Parenting	(4-5)
C. Environment	(4-5)
D. Education	(4-5)

NOTE: Topics not necessarily in order.

PROGRAM TITLE: Early Childhood Management
 COURSE TITLE: Infant and Toddler Care I (Development)
 CIP NUMBER: 1420.020300

LIST PERFORMANCE STANDARDS ADDRESSED:

NUMBER(S): TITLES(S):

03.0 PLAN, ESTABLISH AND MAINTAIN A LEARNING ENVIRONMENT FOR ALL CHILDREN -- The student will be able to:

- 03.05 Identify characteristics of and recognize children of varying exceptionalities.
- 03.06 Use the Individual Education Plan to plan, organize and guide appropriate activities to meet the needs of exceptional children.
- 03.07 Describe facility modifications and special equipment needs for varying exceptionalities.
- 03.08 Describe techniques for handling and positioning physically disabled children.
- 03.09 Plan a daily schedule for a child care center to accommodate children's changing needs and to provide a sense of orderly routine.
- 03.10 Plan and implement program lesson plans, unit plans and schedules.
- 03.11 Plan, organize and guide age-appropriate special events.
- 03.12 Utilize curriculum materials in planning activities.
- 03.13 Plan, organize and guide transition routines.
- 03.14 Identify materials and equipment needed to operate a child care center.

04.0 SUPERVISE THE GUIDANCE OF PHYSICAL DEVELOPMENT OF YOUNG CHILDREN -- The student will be able to:

- 04.02 Plan, organize and guide age-appropriate gross motor activities.
- 04.03 Plan, organize and guide age-appropriate fine motor activities.
- 04.04 Plan, organize and guide age-appropriate body stimulation activities.
- 04.05 Plan, organize and guide age-appropriate outdoor activities.
- 04.06 Plan, organize and guide age-appropriate body coordination activities.
- 04.07 Plan, organize and guide age-appropriate group circle activities.

05.0 SUPERVISE THE GUIDANCE OF THE INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN -- The student will be able to:

- 05.02 Plan, organize and guide age-appropriate language activities.
- 05.03 Plan, organize and guide age-appropriate music activities.
- 05.04 Plan, organize and guide age-appropriate art activities.
- 05.05 Plan, organize and guide age-appropriate math activities.
- 05.06 Plan, organize and guide age-appropriate science activities.
- 05.07 Plan, organize and guide age-appropriate social studies.
- 05.08 Plan, organize and guide age-appropriate creative activities.

LIST PERFORMANCE STANDARDS ADDRESSED:

NUMBER(S): TITLES(S):

06. 0 SUPERVISE THE GUIDANCE OF SOCIAL AND EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN -

- The student will be able to:

- 06.02 Plan, organize and guide age-appropriate dramatic play activities.
- 06.03 Plan, organize and guide age-appropriate self-concept activities.
- 06.04 Plan, organize and guide age-appropriate group awareness activities.
- 06.05 Plan, organize and guide age-appropriate diverse cultural awareness activities.
- 06.06 Identify and implement positive behavior guidance techniques.
- 06.07 Identify and implement appropriate behavior guidance techniques.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>CHD 1110</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Infant and Toddler Care I (Development)</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)
<input type="checkbox"/> AA Elective <input checked="" type="checkbox"/> AS Required Professional Course <input type="checkbox"/> College Prep <input type="checkbox"/> AS Professional Elective <input type="checkbox"/> AAS Required Professional Course <input type="checkbox"/> Technical Certificate <input type="checkbox"/> Other _____ <input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:
<input type="checkbox"/> Communication <input type="checkbox"/> Social & Behavioral Sciences <input type="checkbox"/> Mathematics <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Humanities

Section 4
INTELLECTUAL COMPETENCIES:
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Critical Analysis <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Scientific Method of Inquiry <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Ethical Judgment <input checked="" type="checkbox"/> Working Collaboratively

Section 5	LEARNING OUTCOMES	METHOD OF ASSESSMENT
•	Students will demonstrate grammatical and format proficiency in both oral and written activities addressing the stages of human development from birth to three	Students will be assessed through use of rubrics defining the standards for oral presentations and short papers
•	Students will demonstrate problem solving abilities and creative/critical thinking skills by integrating theories of infant and toddler development in planning activities for children birth to three	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Students will demonstrate proficiency in developing activities related to the impact of health, parenting, environment, nutrition, mental health, and self esteem on normal and abnormal development in infants and toddlers	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation

Section 6
Name of Person Completing This Form: <u>Carole Byrd, Associate Dean Education, DTC</u> Date: <u>11/16/2007</u>