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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**CHD 1120 INFANT TODDLER DEVELOPMENT (3 CREDITS)**

Students in this course will explore the physical, cognitive, language, motor, and social-emotional development of children from birth through age two and the importance of nurturing adult-child relationships.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Characteristics of appropriate health and development
* Development of learning skills by infants and toddlers
* Development of trust and emotional security, self-regulation, and self-concept in infants and toddlers
* Communication and early pre-literacy skills
* The importance of family-caregiver partnerships and an acknowledgement of cultural differences
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will analyze patterns and report the characteristics and sequence of typical and atypical infant/toddler development.
* The students will investigate early language and literacy skills in infants and toddlers within a home or child care setting.

**B.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Think**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will design supportive and stimulating environments for infants and toddlers based on the Reggio Emilia Approach to Early Childhood Education and other environmental design principles.
* The students will create original activities that are culturally and developmentally appropriate for use in family and/or classroom settings to support and stimulate cognitive, motor, and social-emotional growth in infants and toddlers.
1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at Adaptive Services (<http://www.fsw.edu/adaptiveservices>).

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website (<http://www.fsw.edu/sexualassault>).

1. **REQUIREMENTS FOR THE STUDENTS:**

**Child Observation and Developmental Checklist**

Students will choose an infant or toddler to observe and complete an Ages & Stages observational screening tool.

**Language and Literacy Resource Project**

Students will work independently or in small groups to produce a collection of resources related to building the groundwork for language and literacy proficiency in infants and toddlers.

**Health and Safety Tips Brochure**

Students will work independently or in small groups to produce a brochure for use in group settings that includes suggestions for keeping young children healthy and safe.

**Environmental Design Project**

Students will create original graphic depictions of learning areas designed by students to support the very young child’s developing social, language, motor and cognitive skills.

**Learning Domain Project**

Students will work independently or in small groups to produce a collection of resources of activities to promote growth across the developmental domains of infants and toddlers. These activities will include adaptations for children with special needs and be appropriate for the culture of the intended recipients.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)