

Course Outline

COURSE: CD 13 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2017 **CURRICULUM APPROVAL DATE:** 04/25/2016

SHORT TITLE: INFANT/TODDLER CARE

LONG TITLE: Infant and Toddler Development and Care

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Students will apply current theory and research to the care and education of infants and toddlers in group settings. Through studying the developmental stages of growth specific to infants and toddlers students will learn how to foster positive techniques for nurturing infants and toddlers in group settings. Students will examine essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Eligible for English 250 and English 260. Child Development 2.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Summarize the essential policies and practices of quality infant and toddler programs.

Measure: Written assignment, exam, discussion

PLO: 1,2

ILO: 2,1,3,6

GE-LO:

Year assessed or anticipated year of assessment: 2016

2. Define and explain infant/toddler caregiving as education and the curriculum of a caregiving environment.

Measure: Written assignment, exam, small group discussion

PLO: 2,1

ILO: 1,2,4,5

GE-LO:

Year assessed or anticipated year of assessment: 2016

3. Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers. Describe the development of attachment in infants and toddlers.

Measure: Written, report

PLO: 1,2

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2016

4. Analyze the progression of physical, cognitive, social-emotional, and language in typical and atypical development of the child in the context of the family.

Measure: Written assignment, exams, small group assignment

PLO: 1

ILO: 1,2,3,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2017

5. Demonstrate cultural competency by respecting and valuing diverse cultures, beliefs, and behaviors.

Measure: Small group discussion, written assignment

PLO: 2,1

ILO: 1,2,6,4

GE-LO:

Year assessed or anticipated year of assessment: 2017

6. Evaluate/compare infant and toddler curriculum and environments based on observation, documentation and reflection.

Measure: Final Project, written analysis, presentation

PLO: 2

ILO: 2,3

GE-LO:

Year assessed or anticipated year of assessment: 2017

PROGRAM LEARNING OUTCOMES:

1. articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.
2. plan developmentally appropriate curriculum activities in four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical) and Language Development.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/25/2016

6 Hours

Topic: Essential policies/practices for quality Infant and Toddler Programs

Objective: Observe, document and reflect on infant and toddler play and interactions to plan for care and learning.

Student Performance Objective: Summarize the essential policies and practices of quality infant and toddler programs. Define the program policies of primary care, continuity of care, and small group size. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.

Learning Activities:

- DVD and discussion "Seeing Infants Through New Eyes"
- Discussion on RIE principles

Out of Class Assignment: Written assignment to describe examples of the 10 RIE principles, small group discussion on RIE Philosophy DVD. Read chapters on principles and practices.

6 Hours

Topic: Play as curriculum

Student Performance Objective: Define and explain infant/toddler caregiving as education and the curriculum of a caregiving environment. Observe, document and reflect on infant and toddler play and interactions to plan for care and learning.

Learning Activities

- Discussion on stages of play, scaffolding, and the problem of the match.

Observation in licensed child development center to find examples of stages of play.

Assignment: Observation of center-based and family-based environments. Small group poster to describe environments that support play. Read chapter on infant toddler education.

6 Hours

Topic: Healthy Infant and Toddler Relationships

Objective: Explain the development of attachment

Student Performance Objective: Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers. Describe reciprocal communication techniques that promote brain development and healthy relationships.

Learning Activities

- Discussion on milestones and research in attachment, and attachment needs of children with disabilities

Out of class assignment: Research attachment and the impact of adverse early childhood experiences. Oral presentation of reports. Read chapter on relationships.

12 Hours

Topic: Developmental Milestones

Student Performance Objective: Be able to identify developmental milestones in physical, cognitive, social-emotional, and language domains

Learning Activities

- Videos, discussion, and infant/toddler teacher guest speaker on typical development in all developmental domains
- Introduce Infant/toddler learning foundations and PITC training opportunities.

Out of class assignment: Written assignment and group activity to describe milestones and links to the learning foundations. Read chapters on development.

10 Hours

Topic: Typical and atypical development.

Student Performance Objective: Recognize typical and atypical developmental progressions. Describe practices that support the unique abilities of all children birth to 36 months. Analyze the progression of physical, cognitive, social-emotional, and language in typical and atypical development of the child in the context of the family.

Learning Activities

- Compare development for children with mild and moderate autism, cerebral palsy, cleft palate, Down's Syndrome with typically developing children and children with adverse early childhood experiences (ACES).
- Discussion and demonstration of environment and equipment adaptations to meet all children's needs.

Out of class assignment: Observation and report of a child with atypical development. Read supplemental information provided by PITC,

Inclusion Collaborative and Infant Mental Health resources.

6 Hours

Topic: Developing quality environments for infants and toddlers.

Student Performance Objective: Design a quality environment for infants and toddlers.

Evaluate/compare infant and toddler curriculum and environments based on observation, documentation and reflection. Identify quality indicators in infant and toddler care.

Learning Activities

- Discussion on creating safe, interesting, appropriately challenging environments that develop exploration, regulation, and self-help skills.
- DVD and discussion on high quality infant/toddler environments

Out of class assignment: Observation of an infant/toddler program and environment map. Oral report of recommendations to increase opportunities for exploration, regulation and self-help. Read chapters on environment design.

6 Hours

Topic: Practices that support and respect the diverse values and beliefs of families and caregivers.

Student Performance Objective: Developing social environments for infants and toddlers. Demonstrate cultural competency by respecting and valuing diverse cultures, beliefs, and behaviors.

Learning Activities

- Discuss social skill development and stages of play and interaction.
- Discuss ways to involve parents in the care program and building positive relationships with parents.

Out of class assignment: Parent interview to learn about parent needs for interactions, quality care, cultural identity, development of self-discipline, and consistency. Read chapters on families and caregiver values and beliefs.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Lecture, in-class activities, out-of-class activities, videos, guest presenters, class discussion, small group critical thinking activities, analysis of readings and observation assignments.

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 30 % to 50 %

Written Homework

Essay Exams

Term or Other Papers

Percent range of total grade: 20 % to 40 %

Homework Problems

Field Work

Lab Reports

Category 3 – The types of skill demonstrations required:

Percent range of total grade: 5 % to 10 %

Class Performance/s

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 40 %

Multiple Choice

True/False

Matching Item

Completion

REPRESENTATIVE TEXTBOOKS:

Required

Gonzalez-Mena and Eyer. Infants, Toddlers and Caregivers. McGraw-Hill, 2014. Or other appropriate college level text.

Reading level of text, Grade: 12 Verified by: Pat Henrickson

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200530

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 13
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000184892
Sports/Physical Education Course: N
Taxonomy of Program: 130500