

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 12/8/2020

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.

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Define and explain infant/toddler caregiving as education and the curriculum of a caregiving environment based on observation, documentation, and reflection.
2. Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.
3. Demonstrate cultural competency by respecting and valuing diverse cultures, beliefs, and behaviors.
4. Summarize the essential policies and practices of quality infant toddler programs.
5. Observe, diagram, and compare infant and toddler classrooms, in centers and family child care homes.

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

Curriculum Approval Date: 12/8/2020

6 Hours

Topic: Essential policies, practices for quality Infant and Toddler Programs; caregiving and curriculum

Objective: Observe, document and reflect on infant and toddler play and interaction 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:

- Examine observation strategies
- Video observations and reflective questions
- Discussion on RIE principles
- "In Our Hands" & "Together in Care"

6 Hours

Topic: Infant toddler education/Play as curriculum

Objective: Relationships and 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.
- Video observations of examples of stages of play
- "Ages & Stages"

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

12 Hours

Topic: Developmental Milestones

Objective: Developmental milestones/domains of development/growth and development

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

Learning Activities

- Videos, discussions, observations
- Guest speakers on typical /atypical development in all developmental domains
- Introduce Infant/toddler learning foundations and PITC training opportunities
- "Infant Toddler Foundations & Framework" & "All About Young Children"

10 Hours

Topic: Typical and atypical development.

Objective: Inclusion & Universal Design

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.
- Discussion and review of resources and websites
- "California Inclusion"

6 Hours

Topic: Developing quality environments for infants and toddlers.

Objective: Quality environments and Developmentally Appropriate Practices

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.
- Video and discussion on high quality infant/toddler environments
- "Space to Grow"

6 Hours

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

Objective: Family Partnerships and Culture

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.
- "Essential Connections"

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 9

Assignment Description:

Students will be introduced to infant toddler ages and stages. Students will focus on the value of relationship based approaches to education. Students will review video and observe of an infant or toddler (center based or family child care, or home environment) program. Students will correlate information from video and readings into observation assignment. Students be introduced to essential policies and practices. Students will complete readings and reflective questions.

Required Outside Hours: 6

Assignment Description:

Students will examine the importance of high quality programs. Students will review RIE principles and correlate information to video observation. Students will complete observation connecting caregiving interactions to principles. Students will complete readings and create a brochure on the essential policies and practices. Students will complete readings.

Required Outside Hours: 9

Assignment Description:

Students will discuss the importance of caregiving as curriculum. They will review information regarding routines and connection to curriculum opportunities and developmentally appropriate practices. Students will view video and correlate to information they are learning in discussions and reflective questions. Student will complete readings.

Required Outside Hours: 9

Assignment Description:

Students will describe environments that support play. Student will review videos of infant toddler interaction in environments. Students will create documentation to share with families regarding the importance of play for infant toddler growth and development. Students will complete readings.

Required Outside Hours: 9

Assignment Description:

Students will discuss the value of relationship and attachment on early development and the brain. Students will review brain development. Students will review the ACES and trauma informed practices. Students will complete research of attachment and the impact of adverse early childhood experiences. Students will share research with peers. Students will complete readings and explore Zero to three.

Required Outside Hours: 36

Assignment Description:

Students will review Infant Toddler Foundations and Frameworks. Review websites All About Young Children. Students will review videos of infant/toddlers and complete observations; connecting milestones and learning foundations. Students will describe strategies to support young children's learning and growth. Students will complete readings.

Required Outside Hours: 12

Assignment Description:

Students will research resources and websites, create report discussing the value of inclusion and universal design for infant toddler programs. Students will discuss the value of parent partnerships and connection to resources to support the growth and development of all children. Students will read handouts regarding inclusion and universal design.

Required Outside Hours: 9

Assignment Description:

Students will evaluate and compare infant toddler curriculum and environments. Students will review Infant Toddler Developmentally Appropriate Practices. Students will create environmental map and identify quality indicators in infant toddler care. Students will be introduced to ITERS. Students will complete readings.

Required Outside Hours: 9

Assignment Description:

Students will reflect on the importance of partnering with families. Students will complete a parent interview to learn about parent needs for interactions, quality care, cultural identity, self-esteem, and consistency. Students will review video regarding essential connections, culture, and language. Complete reflective questions and readings.

METHODS OF EVALUATION:

Percent of total grade: 25.00 %

Percent range of total grade: 25 % to 50 % Homework Problems Field Work Lab Reports

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Class Performance/s

Objective examinations

Percent of total grade: 25.00 %

Percent range of total grade: 25 % to 40 % Multiple Choice True/False Matching Items Completion

REPRESENTATIVE TEXTBOOKS:

Mena and Eyer. Infants, Toddlers and Caregivers, 11 th Edition. McGraw-Hill,2018.

Reading Level of Text, Grade: Reading level of text: 12 grade Verified by: P. 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:

CSU Crosswalk Course Number:

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