

CATALOG INFORMATION

Dept and Nbr: CHLD 111A      Title: CARE OF CHLD- BIRTH TO 3  
Full Title: Care and Education of Child---Birth to 3 Years  
Last Reviewed: 10/12/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable  
Grading: Grade or P/NP  
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly: CHILD 111A

**Catalog Description:**  
Students will learn the principles of responsive, relationship-based care and curriculum for children, birth to 36 months. Students will examine essential policies and developmentally appropriate practices that lead to quality care and education for this age group. Course topics include choosing materials, arranging environments, and creating curriculum to meet each child's individual and family needs. Elements of this course are based on the Program for Infant Toddler Care philosophy.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 1A OR EMLS 10 (formerly ESL 10) or equivalent or appropriate placement based on AB705 mandates.

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Students will learn the principles of responsive, relationship-based care and curriculum for children, birth to 36 months. Students will examine essential policies and

developmentally appropriate practices that lead to quality care and education for this age group. Course topics include choosing materials, arranging environments, and creating curriculum to meet each child's individual and family needs. Elements of this course are based on the Program for Infant Toddler Care philosophy. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A OR EMLS 10 (formerly ESL 10) or equivalent or appropriate placement based on AB705 mandates.

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>	
<b>UC Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>	

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Define the essential policies and practices of quality care in infant and toddler programs.
2. Demonstrate strategies to promote healthy relationships between caregivers, families, and children with a focus on culturally responsive relationships.
3. Plan and evaluate curriculum and environments for children birth through 36 months based on observation, documentation, and reflection.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Describe the systems serving children under three in California including program types, licensing regulations, and quality indicators.
2. Observe, document, and reflect on infant and toddler play and interactions to plan for care and learning.
3. Describe reciprocal communication techniques that promote brain development and healthy relationships.
4. Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.
5. Discuss the role of attachment in care for children under three.
6. Design appropriate play spaces and care routines that support infant and toddler care and learning.
7. Define the program policies of primary care, continuity of care, and small group size.

8. Explain the relationship between socialization and guidance.
9. Develop appropriate curriculum for individual children in group care.
10. Describe practices that support the unique abilities of all children birth to 36 months.

## **Topics and Scope:**

### **I. Regulations for Infant and Toddler Programs**

- A. Delivery Systems: Center based, family childcare, individual care
- B. Licensing regulations
- C. Teacher qualifications
- D. Quality indicators
- E. Trustline and other screening and clearance protocol for individual caregivers

### **II. Components of Quality Care and Education for Children Birth Through 36 Months**

- A. Developmentally, culturally, and linguistically appropriate practice
- B. Caregiving strategies and practices
  1. Primary care
  2. Group size
  3. Inclusive care
  4. Routines as curriculum
  5. Family culture and interactions
- C. Teacher's roles and responsibilities
  1. Collaborating and interacting with families and professionals
  2. Guiding and communicating with children
  3. Supporting cultural practices and values
  4. Communicating with families
  5. Interacting with children
  6. Promoting play
- D. Responsive, relationship-based care
  1. Understanding and evaluating attachment styles
  2. Temperament and child-caregiver attunement
  3. Routines as curriculum

### **III. Planning for Care and Education**

- A. Understanding Developmental Goals
  1. Biosocial Development and skills of children birth through 36 months
  2. Cognitive Development and skills of children birth through 36 months
  3. Psychosocial development and skills of children birth through 36 months
  4. Brain research
  5. Language development
    - a. Strategies to facilitate language development
    - b. Supporting home language
  6. Sociocultural influences
- B. Planning for play-based learning
  1. Six discoveries of infants
    - a. Cause and effect
    - b. Use of tools
    - c. Imitation
    - d. Spatial relationships
    - e. Learning schemes
    - f. Object permanence
  2. Environments for learning

- a. Choosing materials and equipment
- b. Designing space
- c. Aesthetics and sensory integration
- d. Adult space
- 3. Planning for learning experiences
  - a. Developmentally appropriate practice
  - b. Culturally appropriate practice
  - c. Formats and processes for designing curriculum
  - d. Adaptations for inclusion of children of all abilities
- C. Observation, Assessment, and Documentation
  - 1. Uses of observation
  - 2. Assessment tools
  - 3. Screening for early identification and interventions
- D. Individualizing curriculum for different ages
  - 1. Infants (Birth to 12 months)
  - 2. Mobile infants (Birth to 12 months)
  - 3. Toddlers (12 to 36 months)

### Assignment:

- 1. Weekly reading assignments from the text (approximately 10 pages per week)
- 2. Weekly written responses on topics covered in discussion and reading assignments (1-2 pages)
- 3. Write and present individualized curriculum plans prepared in class (3-6 plans of approximately 500 words each)
- 4. Observation of a child, birth through 36 months with written documentation (2-4 observation assignments of 1-3 pages each)
- 5. Create a semester project focusing on a specific course topic. Examples may include:
  - A. Design and document a theoretical infant toddler program that includes philosophy, curriculum, and plan of care (1500 to 2000 words)
  - B. Research paper on trends and issues related to care and education of children birth through 36 months (1500-2000 words)
  - C. Group or individual presentation on a topic above or other course topic as assigned by instructor
- 6. Final exam

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reading responses, curriculum plans
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Writing 40 - 60%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None
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Problem solving 0 - 0%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Observations and written documentation

Skill Demonstrations  
20 - 40%

**Exams:** All forms of formal testing, other than skill performance exams.

Final Exam

Exams  
5 - 15%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Semester project

Other Category  
5 - 10%

### **Representative Textbooks and Materials:**

California Desired Results Developmental Profile Infant / Toddler. California Department of Education. 2015 (classic)

California Infant / Toddler Learning & Development Foundations. California Department of Education. 2009 (classic)

California Infant / Toddler Curriculum Framework. California Department of Education. 2012 (classic)

The Developing Brain. Sprenger, Marilee. Skyhorse Publishing. 2013 (classic)

Infants, Toddlers, and Caregivers. 12th ed. Gonzalez-Mena, Janet and Widmeyer Eyer, Dianne. Mayfield Publishing. 2021

Program for Infant Toddler Caregivers (PITC) training materials. WestEd.