

**CHLD 111A Course Outline as of Fall 2014****CATALOG INFORMATION**

Dept and Nbr: CHLD 111A Title: GROUP CARE CHILD UNDER 3

Full Title: Group Care For Children Under Three

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	8	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 how responsive, relationship-based care impacts curriculum in infant-toddler 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 includes how to choose materials, arrange environments, and create curriculum to meet each child's individual and family needs. Elements of this class are based on the Program for Infant Toddler Care.

**Prerequisites/Corequisites:****Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

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Prerequisites/Corequisites:

Recommended:

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

**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 understanding of the role of culture in a young child's development and be able to develop strategies that support the home culture in group care.
3. Demonstrate strategies to promote healthy relationships between caregivers, families, and children in the care and education of infants and toddlers.
4. Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection.

### **Objectives:**

Upon completion of this course, students will be able to:

1. Describe the types of infant/toddler programs serving children under three in California including delivery systems, licensing regulations, and quality indicators in infant and toddler care.
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 group 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:**

1. Regulations for Infant and Toddler Programs
  - A. Delivery Systems: Center based, family childcare
  - B. Licensing regulations
  - C. Teacher qualifications
  - D. Quality indicators
2. Approaches and components of quality education and care for infants/toddlers
  - 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. Collaboration and interactions with families and professionals
      2. Guidance and interactions
      3. Communication with children
      4. Supporting family practices and values
      5. Communication with families
      6. Caregiver responsiveness
      7. Promoting play
    - D. Responsive, relationship-based care
3. Curriculum and Planning
  - A. Planning for play based learning
    1. Physical
    2. Cognitive
      - a. Sensorimotor and preoperational thinking
      - b. Foundations of cognitive development
      - c. Sociocultural influences
    3. Social-emotional
      - a. Brain research and attachment
      - b. Attachment in group care settings
    4. Linguistic
      - a. Language development
      - b. Strategies to facilitate language development
      - c. Supporting bilingual development
      - d. Supporting home language
  - B. Environments
    1. Materials and equipment
    2. Space and design
    3. Aesthetics
    4. Sensory integration
    5. Play based environments

6. Adult space
  - C. Observation, Assessment, and Documentation
    1. Assessment tools
    2. Early identification and interventions
    3. Typical and atypical development
  - 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 plans: 2 pages each).
4. Design and document a theoretical infant toddler program that includes philosophy, curriculum, and plan of care (1 plan; 5-8 pages).
5. Create a written semester project focusing on a specific course topic (4-5 pages).
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.

Written: homework, weekly assignments, curriculum plans, and project.

Writing  
40 - 70%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Semester project; Demonstrate curriculum plan

Problem solving  
20 - 50%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

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

Final Essay Exam

Exams  
10 - 15%

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

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

1. Infants, Toddlers, & Caregivers by Janet Gonzalez-Mena & Dianne Widmeyer Eyer, Mayfield Publishing, Mountain View, CA Ninth Edition, 2012.
2. Instructor prepared materials
3. California Desired Results Developmental Profile Infant / Toddler, 2010
4. California Infant / Toddler Learning & Development Foundations, 2009 (Classic)
5. California Infant / Toddler Curriculum Framework, 2012