

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 | 17.5 | 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 settings, including centers and family child care homes. Caregivers will understand how sensitivity to family culture and children’s development influences group care. This course includes how to choose materials, arrange environments, and create curriculum to meet each child's individual and family needs. Developing positive partnerships with parents is included. Elements of this class are based on the Program for Infant Toddler Care.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Students will learn how responsive, relationship-based care impacts curriculum in infant-toddler settings, including centers and family child care homes. Caregivers will understand how sensitivity to family culture and children’s development influences group care.

This course includes how to choose materials, arrange environments, and create curriculum to meet each child's individual and family needs. Developing positive partnerships with parents is included. Elements of this class are based on the Program for Infant Toddler Care. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit:

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | |
|----------------------|----------------------|------------|-----------|
| AS Degree: | Area | Effective: | Inactive: |
| CSU GE: | Transfer Area | Effective: | Inactive: |
| IGETC: | Transfer Area | Effective: | Inactive: |
| CSU Transfer: | | Effective: | Inactive: |
| UC Transfer: | | Effective: | Inactive: |

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and 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.
2. Explain education for infants and toddlers.
3. Define curriculum for infants and toddlers.
4. Explain the relationship between family culture and interactions in group care.
5. Discuss the role of attachment in group care for children under three.
6. Summarize how development influences curriculum.
7. Identify discoveries that support infant's and toddler's learning and language development.
8. Explain the relationship between socialization and guidance.
9. Develop appropriate curriculum for individual children in group care.
10. Explain why partnerships with parents are critical to infant/toddler group care and develop procedures for communicating with parents.

Topics and Scope:

1. Description of types of infant/toddler care in California.
 - A. Center based care
 - B. Family Child Care
 - C. Kith and Kin
2. Components of quality education and care for infants/toddlers
 - A. Responsive, relationship-based care
 - B. Primary care

- C. Group size
- D. Developmentally appropriate practices.
- 3. Family culture and interactions in group care.
- 4. Caregiving as curriculum
 - A. Caregiving routines
 - B. Responsiveness of the caregiver
- 6. Play as curriculum
 - A. The caregivers role in promoting play.
 - B. Creating the learning environment
- 7. Attachment
 - A. Brain research and attachment
 - B. Milestones of attachment
- 8. Development in infancy
 - A. Typical
 - B. Atypical
 - C. Sensory Integration
- 9. Cognitive development
 - A. Sensorimotor and preoperational thinking
 - B. Discoveries of infancy
 - C. Sociocultural influences
- 10. Language development
 - A. Strategies to facilitate language development
 - B. Supporting bilingual development
 - C. Supporting home language
- 11. Social-Emotional development in infants and toddlers
- 12. Individualizing curriculum for different ages
 - A. Young infants
 - B. Mobile infants
 - C. Older infants (toddlers).
- 13. Creating partnerships with families
 - A. Communication strategies
 - B. Strategies that support family practices

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. Demonstrate and write individualized curriculum plans completed in class (3 plans: 2 pages each).
- 4. Design a program that includes philosophy, curriculum, and plan of care.
- 5. Written project focusing on a specific course topic. (Semester project) 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
60 - 70%

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

Semester Projects

Problem solving
10 - 20%

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

Demonstrate curriculum plans.

Skill Demonstrations
10 - 15%

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

Essay Exams

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 Seventh Edition, 2004.
2. Instructor prepared materials