

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 176**COURSE TITLE:** Principles of Infant/Toddler Caregiving**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course explores principles and curriculum of an infant/toddler program that includes all aspects of infant and toddler development. Students will learn care strategies in a variety of caregiving situations. Content includes licensing and regulations, developmental needs, health, nutrition, and safety of the very young. The student learns to plan appropriate indoor and outdoor environments. Staff interaction, parent participation, and program development are included. This course fulfills major and master permit specializations when taken along with Child Development 160 and 161.

REQUISITES:**Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4
&
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Describe the basic principles of child growth and development for typical and atypical infant.
2. Plan developmentally appropriate curriculum for children ages 1 day to 3 years.
3. Describe and evaluate health and safety practices in various settings for infant-toddler care.
4. Develop a handbook for the interpersonal relationship of the infant-toddler caregiver and parents.
5. Formulate and select policies and procedures for staff relations and supervision.
6. Develop menus that demonstrate knowledge of sound nutrition applicable to very young children and their eating habits.
7. Design appropriate indoor and outdoor learning environments for infants and toddlers.
8. Design multicultural curriculum that involves parents, staff, and caregivers in collaborative decision making.
9. Discuss local and state licensing requirements specific to infants and toddlers and apply to childcare programs.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. The following topics will be included in the framework of the course but are not intended as limits on the content. The order of presentation and relative emphasis may vary with the instructor.
 - A. Introduction to the Principles of Infant/Toddler Caregiving
 1. Socioemotional growth and socialization
 2. The development of social skills
 3. Language development and communication with infants and toddlers
 4. Cognitive development of infants and toddlers
 5. Physical development
 - B. Planning developmentally appropriate curriculum
 1. Creating nurturing relationships with infants and toddlers
 2. Self-esteem, security, and social competence
 3. Practical tips and relevant research
 4. Caregiver's practices that support social development
 5. Temperaments of infants and toddler
 6. Caregiver practices that support the development of self
 - C. Routines for health and safety
 1. Feeding, diapering
 2. Dressing
 3. Sleeping
 4. Record keeping
 5. Special issues with children and families
 - D. Program development for parent relations and participation
 1. Handbook
 2. Day-to-day interactions
 - E. Policies and procedures for staffing and interaction
 1. Staff supervision, staff relations and staff development
 2. Advocacy
 3. Community relations
 4. Professional commitment and staffing
 5. Planning and decision making
 6. Time management
 7. Fiscal management
 - F. Menus and nutritional principles
 - G. Creating environments for infants and toddlers
 - H. Multicultural issues in childcare
 1. Culture: a process that empowers
 2. Cultural sensitivity in routine caregiving tasks
 3. Culture and learning in infancy
 4. Concerns of immigrant families
 5. Creating inclusive, non-stereotypical environment for infants and toddlers
 6. Supporting staff relationships in a culturally responsive
 - I. Licensing Requirements

B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. Appropriate readings may include but are not limited to:
 - A. 1. Infant/Toddler journals such as Zero to Three.
 - B. 2. Early childhood journals such as Young Children and ACEI.
 - C. 3. Title XXII and Title V Regulations required to licensure childcare.
 - D. 4. Internet Reports.

C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

I. The student will be asked to:

- A. 1. Analyze and compare different models of infant /toddler caregiving.
- B. 2. Apply child development principles to care of the infant/toddler.
- C. 3. Review current periodicals related to early childhood education.
- D. 4. Evaluate health and safety practices in various settings for infants and toddlers.
- E. 5. Compare and choose policies and procedures for staffing.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Outside class assignments may include, but are not limited to:

- A. 1. Reading and writing assignments as specified in the syllabus.
- B. 2. Library, electronic and other research.
- C. 3. Written and oral observations of infants and toddlers.
- D. 4. Field trips to childcare centers and pertinent lectures/conferences.
- E. 5. Review current periodicals related to early childhood education.

E. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. Written assignments are required. All written work will require application of critical analytical skills. Appropriate writing assignments may include, but are not limited to:

- A. 1. Essay and objective examinations.
- B. 2. Semester research papers.
- C. 3. Daily, weekly, monthly lesson plans.
- D. 4. Daily, weekly, monthly menus.
- E. 5. Policy and procedure manual for parents and staff.
- F. 6. Reviews of current periodicals and other media presentations.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

A. The instructor shall, in accordance with District Policy, provide each student with a written course syllabus that indicates the evaluation factors/procedures to be used. Evaluation may be based on a variety of factors, which may include, but are not limited to: Objective examinations that test for principles of infant/toddler caregiving. Writing assignments that test application of infant /toddler curriculum to various caregiving situations. Supplementary activities:

- B. a. Written and oral observations of infants and toddlers
- C. b. Participation in field trips to childcare centers and conferences.
- D. c. Participation in-group projects including role-playing and evaluation of policies.
- E. d. Participation in field trip to educational supplies and equipment. Class participation, including:
- F. a. Weekly exercises involving written analysis of the principles of infant toddler caregiving and development.
- G. b. Library and on-line Internet research.
- H. c. Oral presentations on a variety of subjects related to infants and toddlers.
- I. d. Evaluation of safety, nutrition, and indoor and outdoor environments.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Methods of instruction may include, but are not limited to:
- * 1. Lecture and visual aids.

- * 2. Discussion and problem solving performed in class.
- * 3. Quiz and examination review performed in class.
- * 4. Observations of infants and toddlers in caregiving settings.
- * 5. Guest speakers.
- * 6. Field trips and field observations.
- * 7. Collaborative projects.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. CAL DEPT OF ED. INF/TODDLER CAREGIVING:GD TO COGNITIVE DEV, 1 ed. CAL-E, ISBN: 0801110556
2. CAL DEPT OF ED. INF/TODDLER CAREGIVING:GD TO CULTURALLY SEN, 1 ed. CAL-E, ISBN: 0801110572
3. CAL DEPT OF ED. INF/TODDLER CAREGIVING:GD TO SOCIAL EMOTION, 1 ed. CAL-E, ISBN: 0801108764
4. CAL-ED. INF/TODDLER CAREGIVING:GD TO LANG DEV/COMM, 1 ed. CAL DEPT OF ED, ISBN: 0801108802
5. CAL-ED. INFANT/TODDLER CAREGIVING:GUIDE TO ROUTINES, 1 ed. CAL DEPT OF ED, ISBN: 0801108772

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1.

ORIGINATOR: Curricunet Version 2

CO-CONTRIBUTOR(S)

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