

CDE A220: INFANT AND TODDLER PROGRAMS

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130590 - Infants and Toddlers
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

Course Description

Various kinds of programs for infants and toddlers, including philosophies and program emphasis, appropriate routine learning experiences, environments, and provisions for the health and safety of infants and toddlers. Focus on the role of the teacher in facilitating the child's growth through play. Formerly known as EC A220. PREREQUISITE: CDE A184 or HMDV A184 or concurrent enrollment. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Evaluate an infant or toddler program using the Infant/Toddler Environmental Rating Scale (ITERS-R) identifying any licensing or health and safety problems and making recommendations for improvement.
2. Evaluate how a teacher's interactions with children in an infant/toddler program analyzing verbal and non-verbal communication and how the teacher applies the 3 R's of care giving and the 10 principles.
3. Create a responsive curriculum for children in an infant/toddler program based on observations of their interests and needs and include adaptations for children with special needs.

Course Objectives

- 1. Define quality care for infants and toddlers.
- 2. Identify and evaluate the 3 R's of care giving and the 10 principles.
- 3. Evaluate verbal and nonverbal communication styles and cues.
- 4. Recognize and value the building of relationships with parents and their child.
- 5. Analyze the importance of cultural sensitivity in relationships and program.
- 6. Examine and evaluate meeting the individual needs of the children, curriculum components, and program routines, including children with special needs.
- 7. Explore new perspectives in thinking and problem solving.
- 8. Identify the regulations of infant/toddler care programs.
- 9. Identify health and safety procedures and routines.
- 10. Evaluate child care environments and physical space needs.
- 11. Create a floor plan for a quality indoor and outdoor environment.

Lecture Content

Quality Care Definitions Philosophies Care giving 3 R's - Respect, Response, Reciprocal 10 Principles of Care giving Care giver traits and styles Perspectives and Issues Cultural Awareness and Sensitivity Play and Curriculum Inclusive Optimum Incongruity Activities for Infants Toddlers Attachment relationships trust self esteem Communication verbal nonverbal Sensory Exploration Physical Activities Songs, Music, Stories and Finger play Toys Materials Environments Licensing Regulation - Title 22 - California State Regulations Physical Space Flexibility Space Choice Child-size Convenience Time Play spaces Health and Safety Program Routines Facilities - (Various types) Relations Parents/Children Staff Program/Community Advocacy Inclusion Practices

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

1. Group discussions and demonstrations of concepts
2. Role-play activities of concepts and analysis of relevance
3. Group exercises and learning experience to demonstrate and problem solve key concepts
4. Working cooperatively, students plan quality infant/toddler environments
5. Video presentations on Care giving and environment components and concepts
6. Slide lectures illustrating various environments and program routines
7. Observation and exploration of indoor and outdoor infant/toddler environments

Reading Assignments

Reading from text (2-3 hours/week).

Writing Assignments

Writing Assignments (1-2 hours/week). Students will write assignments on the following: Quality Care Definition Personal Philosophy Observation and Evaluation of Child Care Centers and Care giving Styles Midterm and Final Evaluations of course learning and its application in working with infants, toddlers, and their families Students will write responses to reading, observations, discussions, and topics and evaluate their relevance to working with infants and toddlers. Students write a group analysis of their floor plan project. Students will evaluate the cooperation and completion of their floor plan as a group and their own individual participation and responsibility.

Out-of-class Assignments

Out of class assignments (1-2 hours/week).

Demonstration of Critical Thinking

Students will write responses to reading, observation, discussions, and topics; then evaluate their relevance to working with infants, toddlers, and their families. Students will participate in: group floor plan assignment group class activities discussions sharing of new perspective/knowledge with classmates (collaborative learning)

Required Writing, Problem Solving, Skills Demonstration

1. Students will write assignments on the following: - Quality Care Definition - Personal Philosophy - Observation and Evaluation of Child Care Centers and Care giving Styles
2. Midterm and Final Evaluations of course learning and its application in working with

infants, toddlers, and their families 3. Students will write responses to reading, observations, discussions, and topics and evaluate their relevance to working with infants and toddlers. 4. Students write a group analysis of their floor plan project. 5. Students will evaluate the cooperation and completion of their floor plan as a group and their own individual participation and responsibility.

Eligible Disciplines

Child development/early childhood education: Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Wittmer, Donna S. and Petersen, Sandra H.. Infant and Toddler Development and Responsive Program Planning , 4 ed. Pearson, 2018