

Lassen Community College Course Outline

CD 22 The Infant Toddler

3.0 Units

I. Catalog Description

Principles and philosophy of infant care for children up to three years of age including physical and mental growth, cognitive, social/emotional, language and self-identity development, health and nutrition. Parent education, community resources, inclusion and cultural/ethnic diversity will be explored. This course has been approved for online and correspondence delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only

General Education Area: E1

51 hours lecture, 102 hours out-of-class, total student learning hours 153

Scheduled: Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

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

1. Apply infant/toddler development to planning an appropriate environment and curriculum; including regulations applicable to this age group.
2. Describe and develop a responsive primary care giving routine/schedule,
3. Develop strategies for effective communication with parents as partners.

B. Course Objectives

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

1. List basic principles and stages of infant growth and development.
2. List stages of language growth.
3. Describe the importance of a positive self-image.
4. Demonstrate skills in establishing an environment for individual or group infant care.
5. Describe basic infant/toddler care.
6. Determine appropriate program components for infant care.
7. Demonstrate methods of recording infant growth.
8. Demonstrate age appropriate practices to be used with infant/toddlers.
9. Demonstrate skills in effective communication and relationship building with diverse families.

IV. Course Content

A. Introduction, ethics, and concerns

- B. Developmental principles
 - Responsive Respectful Care
 - Trust vs. Mistrust & Autonomy vs. Shame & Doubt
 - Getting in Tune
 - Go slow to go fast
 - Temperament
 - Cognitive Development
 - Sensor/motor & Preoperational Stage
 - Routines as curriculum
 - Play as curriculum
 - Connection between physical and cognitive growth
- C. Developmentally appropriate stimulation.
- D Language and social Development
- E. Understanding of individual difference and growth rate
- F. Recognition of the exceptional child and his needs
- G. Environmental Management
 - 1. Indoor
 - 2. Outdoor
 - 3. Age appropriate toys and materials
- H. Parent Education and involvement techniques.
- I. Health and nutritional needs of infants.
- J. Community Resources
- K. Basic care
 - 1. Bathing
 - 2. Diapering
 - 3. Feeding
 - 4. Programming
- L. Management of infant/toddler care centers
 - Legal requirements
 - Staffing
 - 1. Primary care
 - 2. Small groups
 - 3. Continuity of care
- M. Play equipment
 - 1. Toys
 - 2. Books
 - 3. Music
 - 4. Art
- N. Methods of evaluation of infant programs
 - 0. Working effectively and in partnership with diverse families

V. **Assignments**

A. **Appropriate Readings**

Student will be expected to read college level materials which will include the textbook, supplemental reading, assignments, and professional journals in the area of child development, psychology, parent education and related topics.

B. **Writing Assignments**

Written assignments will include written analysis of the observations of infants and toddlers. Students will be expected to provide written analysis of the effects of

environments and caregivers to the individual's behavior and development. Writing assignments may vary in length from paragraph responses to papers on topics which relate to the subject matter.

C. Expected Outside Assignments

Outside class assignments may include any, some or all of the following: reading, observations, researching, writing, critiquing, summarizing, analyzing and/or evaluating.

D. Specific Assignments that Demonstrate Critical Thinking

Students will critique, evaluate and analyze the subject matter in assignments and activities.

VI. Methods of Evaluation

Traditional Classroom Delivery

Evaluation will be based upon satisfactory progress in the performance in a variety of activities and assignments which, as determined by each instructor, may include any of these methods; in-class writing and/or out of class writing assignments, quizzes, objective and essay examinations, projects, and class participation.

Online Delivery

Research papers, asynchronous and synchronous discussions (chat/forum), online quizzes, and exams, postings to online website, and email communications.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Evaluation will be based upon satisfactory progress in the performance in a variety of activities and assignments which, as determined by each instructor, may include any of these methods; in-class writing and/or out of class writing assignments, quizzes, objective and essay examinations, projects, and class participation. 2) Online delivery: asynchronous and synchronous discussions (chat/forum), and weekly assignments.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery

Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Classroom Delivery

Lecture, discussion groups, small group activities, observations, written assignments, films, guest speakers, field trips, and other unique instructional strategies as determined by the instructor.

Online Delivery

Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Mena, Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education, 11th ed., 2018, McGraw Hill, ISBN: 978-1259870460,

IX. Discipline/s Assignment

Child Development / ECE

X. Course Status

Current Status: Active

Original Approval Date: 10/02/1990

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 02/15/2022