GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

 Curriculum Committee Approval: 04/26/2022

GCCCD Governing Board Approval: 06/14/2022

CHILD DEVELOPMENT 143 – RESPONSIVE PLANNING FOR INFANT/TODDLER CARE

1. Course Number Course Title Semester Units

CD 143 Responsive Planning for Infant/Toddler Care 3

 Semester Hours

 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

1. Course Prerequisites

 None

Corequisite

 None

 Recommended Preparation

A “C” grade or higher or “Pass” in Child Development 124 or 125 or equivalent.

1. Catalog Description

This course will examine programs, philosophies and components of high-quality group care for infants and toddlers. Students will develop planning skills for environments, experiences, and care giving routines that are based on respectful relationships and needs of diverse children and families. Emphasis will be on building relationships between the family, child, and caregiver in the context of linguistic, cultural, socioeconomic, individual family differences, and special needs.

1. Course Objectives

The student will:

* 1. Recognize the relationship between developmental theory and practice.
	2. Examine current philosophies and components of quality infant/toddler care.
	3. Evaluate programs and practices based on criteria for quality infant/toddler care giving.
	4. Identify and interpret diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs.
	5. Develop needs and services plans for care giving routines in partnership with parents that reflect the family culture.
	6. Design environments that are culturally sensitive and emotionally safe for children and families.
	7. Plan experiences based on observation that meet the child’s individual and developmental needs.
	8. Develop skills for respectful adult interactions.
	9. Choose and implement guidelines for socializing and disciplining young children that reflect an attitude of respect and recognize infants and toddlers as competent and capable.
1. Instructional Facilities
	1. Standard classroom.
	2. Infant/toddler equipment.
2. Special Materials Required of Student

 None

1. Course Content
	1. Relationship between developmental theory and practice.
	2. Current philosophies and components of quality infant/toddler care.
	3. Programs and practices based on criteria for quality infant/toddler care giving.
	4. Diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs.
	5. Care giving routines in partnership with parents that reflect the family culture.
	6. Environments that are culturally sensitive and emotionally safe for children and families.
	7. Experiences based on observation that meet the child’s individual and developmental needs.
	8. Skills for respectful adult interactions.
	9. Guidelines for socializing and disciplining young children that reflect an attitude of respect and recognize infants and toddlers as competent and capable.
2. Method of Instruction
	1. Lecture.
	2. Discussion.
	3. Guided observation of infants in class.
	4. Demonstration.
	5. Multi-media presentations
3. Methods of Evaluating Student Performance
	1. Written assignments.
	2. Written midterm and final examination.
	3. Class projects.
	4. Observations.
4. Outside Class Assignments
	1. Written assignments. Topics may include planning learning experiences for children; meeting the age groups of infancy; case scenarios; adapting materials for children; environment planning etc.
	2. Reading of text. Supplemental resources may include articles, publications etc.
	3. Preparation of class projects. It may include the development of a weeks’ lesson planning for a group of children, planning for individualizing learning and care of a child etc.
	4. Out of class observations. Utilizing licensed child care settings like the Lab on campus or in the community
5. Representative Texts
	1. Representative Text(s):

Gonzales-Mena, Janet and Dianne Widmeyer Eyer. Infants, *Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education*. McGraw-Hill College, 2021.

* 1. Supplementary texts and workbooks:

None

Student Learning Outcomes:

1. Observe and evaluate programs and practices based on criteria for quality infant/toddler care giving.
2. Identify personal cultural values and beliefs and their effect on meeting the diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs.
3. Develop needs and services plans for care giving routines in partnership with parents that reflect the family culture.
4. Design environments that are culturally sensitive and emotionally safe for children and families.
5. Plan experiences based on observation that meet the child’s individual and developmental needs.
6. Demonstrate communication and problem solving skills for respectful adult interactions.
7. Choose and implement guidelines for socializing and disciplining young children that reflect an attitude of respect and recognize infants and toddlers as competent and capable.