

**CUYAMACA COLLEGE**  
COURSE OUTLINE OF RECORD

**Child Development 170 – Practicum: Field Experience with Infants and Toddlers**

54 hours paid or unpaid work experience per unit, 2 units

**Catalog Description**

Under supervision at an approved field placement site, students will participate in all classroom activities and will design and modify the environment, develop and supervise learning experiences, handle routines, and respond to individual and group needs of children under three years of age. *Occupational cooperative work experience credit may accrue at the rate of one to eight units per semester for a total of sixteen units, and students must work 54 paid hours or unpaid hours per unit earned.* 54 hours paid or unpaid work experience per unit, 2 units.

**Prerequisite**

“C” grade or higher or “Pass” in CD 106, 123, 124, 125, 126, 127, 128, 129, and 143 or equivalent

**Corequisite**

CD 132 or previous enrollment

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Basic theories of child development and developmentally appropriate curriculum practice for infant-toddler development and programs, including the importance of caregiving as a component of infant/toddler programs.
- 2) Resources and activity plans for a wide range of inclusive infant-toddler curriculum and caregiving routines.
- 3) Techniques and theories for effective classroom management and guidance with infants and toddlers.
- 4) Family interaction styles, cultural differences in child rearing, and resources for parents.
- 5) Design of inclusive environment and materials appropriate for infants and toddlers in the various stages of development.
- 6) Components of quality inclusive programs for infants and toddlers, especially continuity of care, primary caregiving, and group size and ratio of adults to children.

**Course Content**

- 1) Current research and theory of programs for infants and toddlers
- 2) Co-constructed curriculum techniques for developmentally, inclusive, culturally and linguistically appropriate practices
- 3) Play-based indoor and outdoor environments for infants and toddlers
- 4) Respectful workplace relationships among children and adults
- 5) Positive guidance techniques and strategies including effective communication, problem solving, conflict resolution, and the design of physical and emotional environments for infants and toddlers
- 6) Methods of assessment: observation, documentation, developmental profiles
- 7) Professional behaviors
- 8) Written and oral communication skills for the child development setting
- 9) Self-reflection and personal performance assessment to inform and guide best practices
- 10) Role, responsibilities, and job qualifications of the infant-toddler caregiver

**Course Objectives**

Students will be able to:

- 1) Apply current research and theory in an infant-toddler setting.
- 2) Plan, present and evaluate a variety of developmentally, inclusive, culturally and linguistically appropriate curriculum in a play-based environment for infants and toddlers.
- 3) Design environments and curriculum and communicate with families about their infant or toddler's development using the results of assessment tool.
- 4) Model and facilitate respectful workplace relationships among children and adults and apply a variety of effective approaches, strategies and techniques supporting respectful, positive relationships with children and adults.
- 5) Formulate strategies for positive guidance including effective communication, problem solving, conflict resolution and the design of physical and emotional environments for infants and toddlers.
- 6) Evaluate and document the development, behavior and learning of infants and toddlers, using multiple methods of assessment and techniques such as developmental ratings, documentation and portfolio assessment.
- 7) Demonstrate professional behaviors including written and oral communication competence.
- 8) Assess and reflect on the role of the teacher and student teaching experiences to inform and guide best practices for working with infants and toddlers.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Developmentally appropriate activities and classroom modifications implemented in the field experience site which require students to plan, organize, present, and evaluate curriculum for infants and toddlers. Presentations will be evaluated by the master teacher at the site.
- 2) Full day sessions in the field experience site which require students to plan, organize, present, supervise, and evaluate a specific number of days in which the student is the teacher "in charge" of the infant and/or toddler group. Students will be responsible for planning the schedule, setting up the room, communicating with parents, implementing activities, providing guidance for the infants and toddlers, and providing overall supervision for the classroom. Students will complete a self-evaluation and will be evaluated by the master teacher at the site.
- 3) Written assignments and exams which measure students' ability to evaluate and document the development and behavior of infants and toddlers, apply current research and theory, formulate guidance strategies, assess the role of the teacher, and assess their own teaching performance.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

Approved field placement site

**Method of Instruction**

- 1) Participation at field placement sites
- 2) Individual conferences
- 3) Evaluations by students, master teachers, and supervising teacher

**Texts and References**

- 1) Required (representative examples):
  - a. *California Infant/Toddler Learning & Development Foundations | California Infant/Toddler Learning & Development Foundations*. California Department of Education Press (CDE Press), February 2009.

b. Harms, Thelma, et al. *Infant/Toddler Environment Rating Scale*. Revised edition. Teachers College Press, 2016.

2) Supplemental: None

**Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- 1) Apply current research and theory to routines, caregiving practices, and curriculum for infants and toddlers that are based on respectful relationships and needs of diverse children and families
- 2) Critically assess one's own teaching performance to guide and inform practice appropriate for caregivers of infants and toddlers
- 3) Design environments and curriculum and communicate with families about their infant or toddler's development using the results of assessment tools