



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**INFANT AND TODDLER CARE
CHC5740 3 Credit Hours**

Student Level:

This course is open to students on the college level in their freshman or sophomore years.

Catalog Description:

CHC5740 - INFANT AND TODDLER CARE (3 hrs)

This course focuses on the growth and development of the child from birth through age two. An in-depth look at the unique learning environment required for infants and toddlers will provide an understanding of how to create and maintain safe and healthy environments that promote physical and intellectual competency as well as support social and emotional development. Core competencies will also include the development of programs that include collaborative partnerships with parents and community resources for servicing infant and toddler needs.

Prerequisites:

No prerequisites required for this course.

Controlling Purpose:

This course is designed on the growth and development of the child from birth through age two. An in-depth look at the unique learning environment required for infants and toddlers will provide an understanding of how to create and maintain safe and healthy environments that promote physical and intellectual competency as well as support social and emotional development. Core competencies will also include the development of programs that include collaborative partnerships with parents and community resources for servicing infant and toddler needs.

Learner Outcomes:

Upon completion of the course, the student will be able to create learning environment that supports the physical, intellectual, social and emotional growth of children from birth through age two. Students will develop an understanding of the importance of establishing collaborative relationships with parents and community to meet the unique needs of the infant/toddler.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: TO ESTABLISH AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT						
Outcomes: Upon completion of this unit the student will						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Develop a safe environment to prevent and reduce injuries
						Develop an environment that promotes good health and nutrition and contributes to the prevention of illness
						Use space, relationships, materials and routines as resources for constructing an interesting, secure and enjoyable environment that encourages play, exploration and learning
						Develop a plan of action for emergency situations or create a professional development plan which includes current or future training in first response techniques (such as CPR for infants), reporting of medical concerns due to abuse or accidents and strategies to address lock down situations.

UNIT 2: TO ADVANCE, PHYSICAL AND INTELLECTUAL COMPETENCE IN THE CHILD FROM BIRTH THROUGH AGE TWO

Outcomes: Upon completion of this unit the student will be able to

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Promote the physical development of the child through a variety of age and developmentally appropriate equipment and activities
						Use developmentally appropriate equipment and activities to encourage curiosity, exploration and problem-solving to promote cognitive development
						Effectively communicate with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feels
						Provide opportunities for children to express their creative abilities through the use of various learning modalities such as sound, rhythm, play, etc.

UNIT 3: TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND TO PROVIDE POSITIVE GUIDANCE

Outcomes: Upon completion of this unit the student will be able to

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Provide physical and emotional security for each child to encourage sense of self and independence
						Design activities where children have the opportunity to participate in parallel play and practice appropriate and acceptable behaviors such as sharing, communication, acceptance, etc.
						Implement strategies to monitor appropriate behaviors or modify inappropriate behaviors in a positive and encouraging way with clear and consistent parameters and boundaries
						Listen to and acknowledge children's feelings and frustrations, respond with respect in ways that children can understand and are age appropriate, and guide children to solving simple problems or situations.

UNIT 4: TO ESTABLISH POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Outcomes: Upon completion of this unit the student will be able to

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Develop and maintain collaborative relationships with each child's family which encourages parental involvement and provides community resources and support for each child's unique needs
						Establish a communication system, such as daily or weekly conferences, for sharing information concerning the overall developmental goals or concerns with family participating as a collaborative member on programming decisions
						Establish a communication system such as newsletters, brochures, handouts and or bulletin boards which educate parents on various community resources
						Design events or activities parents can participate to learn more about parenting, child development or strategies to enhance the development of the child

UNIT 5: TO ENSURE A WELL-RUN, PURPOSEFUL PROGRAM THAT IS RESPONSIVE TO PARTICIPANT NEEDS AND MAINTAINS A COMMITMENT TO PROFESSIONALISM AND LIFE-LONG LEARNING

Outcomes: Upon completion of the unit the student will be able to

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Create an outline of a purposeful, quality program which uses all available resources for effective operation and demonstrates that the student will be a competent organizer, planner, record keeper, communicator and cooperative/collaborative coworker or caregiver
						Creates a program based upon current knowledge of early childhood theories and practices.
						Develop and maintain a working list of community resources for assisting in developing quality programming to care for infants and toddlers or to assist in working with the unique needs of a specific child
						Understand the importance of the reflective process and life-long learning for personal and professional growth to better serve infants, toddlers and their families

Projects Required: To be determined by instructor

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.