



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) CHDEV 7A

(2) ADVANCED INFANT TODDLER DEVELOPMENT AND CARE

(3) 3

Number	Title	Units
(4)	Lecture / Lab Hours: Total Course Hours Total Lec hours: 3.00 Total Lab hours: Total Contact hours: 54.00 Lec will generate <u>0</u> hour(s) outside work. Lab will generate <u>0</u> hour(s) outside work.	(8)Classification: Degree applicable: X Non-degree applicable: Basic skills:
(5)	Grading Basis: Grading Scale Only Pass/No Pass option X Pass/No Pass only	(9)RC Fulfills AS/AA degree requirement: (area) General education category: Major: CHILD DEVELOPMENT Certificate of: Certificate in:
(6)	Advisories: Eligibility for English 126 Eligibility for English 125	(10)CSU Baccalaureate: X (11)Repeatable: (A course may be repeated three times) 0
(7)	Pre-requisites(requires C grade or better): Corequisites:	

(12) Catalog Description:  
This course addresses the importance of understanding infant development, caregiving styles and early intervention as it relates to program design for infants in group care settings. Brain development research and the six discoveries of infancy will be explored extensively. This course will also address issues related to working effectively with families and strategies for being culturally sensitive in the early care and education setting.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

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

- I. Analyze research related to brain development in infancy.
- II. Recognize the importance of cultural sensitivity and multicultural issues (routines) in early development.
- III. Identify ways to provide support and education to parents and childcare providers for infants with special needs.
- IV. Demonstrate ability to construct and adapt materials and activities for children with special needs in inclusive settings.
- V. Identify the importance of interpersonal relationships on health development.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. Identify the stage of development and specify language and communication abilities for each stage. As demonstrated on final exam.
- II. Analyze similarities and differences in day-to-day routines practiced with infants and toddlers in different family settings. As demonstrated in written scenarios.
- III. Understand ways to provide support and education to parents including: on-site, in-home, and community services available. As demonstrated on final exam.
- IV. Recognize ways to support the child and family through this transition period including: prevention and intervention strategies as demonstrated on final exam.
- V. Give examples of practices that stimulate healthy development and find current research related to development, both typical and atypical including: physical, emotional, cognitive, language, and social domains. As demonstrated on research paper.
- VI. Classify the specific components needed for creating high quality learning environments for young children including a complete understanding of the six PITC Principles of Caregiving. As demonstrated on research paper.
- VII. Name ways to involve parents and caregivers in creating relationships that positively impact all aspects of programming,

including: caregiver-to-child, caregiver-to-caregiver, caregiver-to-parent, and child-to-parent. As demonstrated by writing specific scenarios.

#### IV. COURSE OUTLINE:

##### Lecture Content:

- I. Typical and Atypical Brain Development in Infancy.
  1. Attachment relationships, role of the care giver, environment
  2. Temperament, typical and atypical emotional self regulation
  3. Effects of stress
  4. Brain Development
- II. Discoveries of Typical and Atypical Infancy
  1. Learning Schemes
  2. Cause/effect, contingency learning, reciprocity
  3. Use of Tools
  4. Object permanence
  5. Understanding space
  6. Imitation, shaping behavior
- III. Environments
  1. Designs
  2. Socio-emotional
  3. Equipment and adaptation for disabilities and other special needs
  4. Inclusion
  5. Culture
- IV. Language and Communication
  1. Typical and atypical neonate, young, mobile, older
  2. Bilingual infant care
  3. Communication in a culturally diverse setting
- V. Culturally Sensitive Care for Typical and Atypical Infants
  1. Importance of culture in early development
  2. Multi cultural issues around everyday routines
  3. Culture and learning in infancy
  4. Acknowledging, asking adapting to diverse cultural needs
  5. Creating inclusive non-stereotypic environments for typically atypically developing infants
  6. Supporting staff and parent relations in a culturally responsive program
- VI. Protective Urges
  1. Creating supportive relationships with parents
  2. Helping parents and infants deal with separation, transitions
  3. Typical grief process associated with family system change

#### V. APPROPRIATE READINGS

##### Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
  1. Recommended - Lisa Eliot, Ph.D *What's Going On In There? How the Brain and Mind Development in the First Three Years of Life* . -, 2000,
  2. Required - Lan,M.B., & Signer, S. (eds.) *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents*, California Department of Education, Sacramento, CA , 1990,
  3. Required - Lally,J.R.,Mangione,P.L.,&Young-Holt,C.L. (Eds.) *Infant/Toddler Caregiving: A Guide to Language Development and Communication*, California Department of Education, Sacramento, CA , 1992,
  4. Required - California Department of Education *Programs of Infants and Toddler Caregiving (PITC) Modules I – IV Materials*, Far West Laboratory for Educational Research and Development, Sacramento, CA , 1990,
  5. Recommended - Small,M *Out Babies, Ourselves: How Biology and Culture Shape the Way we Parent*, First Anchor Books, 1999,
  6. Recommended - Siegel,D. *The Developing Mind: How Relationships and the Brain Interact and Shape Who We Are* , The Guilford Press, 1999,

##### II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

This course will also examine the universal characteristics inherent to infant development as well as different international caregiving models (i.e., Reggio Emilia, The Portage Project, and The Pikler Institute).

#### VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)		f) other (specify)

**Required assignments may include but are not limited to the following:**

1. Observation journal
2. Journal writing
3. Article critiques
4. Research papers

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
	c) homework problems		f) other (specify):

**Required assignments may include but are not limited to the following:**

1. Understand and apply course content through in-class activities.

<b>C. Skill demonstrations, including:</b>			
X	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

1. Journal writing

<b>D. Objective examinations including:</b>			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

40% Skill Demonstration 20% Problem Solving 20% Writing 20% Exams

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

- Textbook
- Reference materials
- Instructor-prepared materials
- Audio-visual materials

College-Level Criteria Met	
YES	NO
<u>X</u>	<u>      </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course   X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

Computation Level (Eligible for MATH 101 level or higher where applicable)	_____	<u>  X  </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>  X  </u>	_____
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>  X  </u>	_____
Requires independent thought and study	<u>  X  </u>	_____
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>  X  </u>	_____

List of Reading/Educational Materials

Recommended - Lisa Eliot, Ph.D *What's Going On In There? How the Brain and Mind Development in the First Three Years of Life* , -, 2000,  
 Required - Lan,M.B., & Signer, S. (eds.) *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents*, California Department of Education, Sacramento, CA , 1990,  
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 Recommended - Siegel,D. *The Developing Mind: How Relationships and the Brain Interact and Shape Who We Are* , The Guilford Press, 1999,

Comments:

- \_\_\_\_\_ This course requires special or additional library materials (list attached).
- \_\_\_\_\_ This course requires special facilities:

Attached Files:

[CHDEV 7A FORM B](#)

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u>  X  </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u>  X  </u> Applying word analysis skills to reading in context.</p> <p><u>  X  </u> Using adequate basic functional vocabulary skills.</p> <p><u>  X  </u> Using textbook study skills and outlining skills.</p> <p>_____ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> <li>1. Students will read text and articles and apply information to class discussions</li> <li>2. Students will apply text information to written assignments.</li> <li>3. Students will reflect on text information and observations through journal entries.</li> </ol>
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><u>  X  </u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u>  X  </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u>  X  </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><u>  X  </u> Expanding and developing basic sentence structure with appropriate modification.</p> <p><u>  X  </u> Combining sentences using coordination, subordination, and phrases.</p> <p><u>  X  </u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> <li>1. Students will write research paper.</li> <li>2. Students will write observations in journal.</li> <li>3. Students will write essays for exams.</li> </ol>

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.

Eligibility for English 126 is advisory for the target course.

Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

**CONTENT REVIEW**

**REQUISITES**

No requisites