



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) CHDEV 7	(2) INFANT-TODDLER DEVELOPMENT AND CARE	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:	(8)Classification:	
Total Course Hours		
Total Lec hours: 2.00	Degree applicable:	X
Total Lab hours: 3.00	Non-degree applicable:	
Total Contact hours: 90.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.	(9)RC Fulfills AS/AA degree requirement: (area)	
Lab will generate <u>0</u> hour(s) outside work.	General education category:	
(5) Grading Basis: Grading Scale Only	Major: CHILD DEVELOPMENT	
Pass/No Pass option X	Certificate of: EARLY INTERVENTION ASSISTANT	
Pass/No Pass only	Certificate in:	
(6) Advisories:	(10)CSU Baccalaureate:	X
Eligibility for English 126	(11)Repeatable: (A course may be repeated three times)	3
Eligibility for English 125		
(7) Pre-requisites(requires C grade or better):		
Corequisites:		

(12) Catalog Description:  
 This course introduces students to infant-toddler development. The importance of continuity of care, individualized care, working in small groups, inclusion, primary care, developmentally appropriate curriculum, and being culturally responsive will be emphasized.

**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. practice quality care and educate parents on the importance of continuity of care, individualized care, primary care, small groups, inclusion, and being culturally responsive.
- II. plan and prepare non-biased activities that are developmentally appropriate for typically and atypically developing infants and toddlers.
- III. express many forms and aspects of communication (verbal speech, intonation, sign language, pictorial, body language, facial expressions, accurate interpretation, and timing).
- IV. modify environments that are either over stimulating or under stimulating, and understand the hazards of either extreme.
- V. develop accommodations and provide a plan for children with special needs.

**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 key components in a quality program for the care of infants and toddlers.
- II. apply knowledge of developmentally appropriate activities for typically and atypically developing infants and toddlers.
- III. review activities for bias.
- IV. understand the importance of routine and communication.
- V. compare an over stimulating environment from an under stimulating environment.
- VI. understand accommodations needed for children with special needs.

**IV. COURSE OUTLINE:**

**Lecture Content:**

- I. A. Infant/Toddler Foundations
  - 1. The Early Months
  - 2. Social-Emotional Development
  - 3. Language Development
  - 4. Cognitive Development
  - 5. Perceptual and Motor Development
- II. Tools for Observation
  - 1. Observing Infants and Toddlers
  - 2. Authentic Assessment
  - 3. Documentation
- III. Philosophies and Goals
  - 1. Individualized Instruction
  - 2. Small group interaction and instruction
  - 3. Mixed-Age grouping
  - 4. Early intervention
  - 5. Early relationships, attachment, primary care
  - 6. Understanding Temperaments
- IV. Development of Responsive Curriculum
  - 1. Routines as curriculum
  - 2. Emergent Curriculum
  - 3. Project Approach
  - 4. Use of Observation
- V. Parents as Partners
  - 1. Parent Involvement
  - 2. Cultural Influences
  - 3. Supporting Parents

**Lab Content:**

no lab outline

**V. APPROPRIATE READINGS**

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

- I. Sample Text Title:
  - 1. Recommended - California Department of Education *Infant/Toddler Learning & Development Foundations*, California Department of Education, 2009,
- II. Other Readings
  - 1. Required - *Program for Infant/Toddler Caregivers Handouts*

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 provides practical experience with issues of diversity. Students will learn the importance of inclusion and being culturally responsive. They will learn to plan and design anti-bias curriculum and provide cultural sensitivity.

**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	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
	<b>2. 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.</b>		
	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)		e) reading reports
X	c) laboratory report(s)	X	f) other (specify)

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

- 1. write lesson plans.
- 2. evaluate curriculum experiences.

**B. Problem Solving**

Computational or non-computational problem-solving demonstrations, including:

<input type="checkbox"/>	a) exam(s)	<input checked="" type="checkbox"/>	d) laboratory reports
<input type="checkbox"/>	b) quizzes	<input type="checkbox"/>	e) field work
<input type="checkbox"/>	c) homework problems	<input checked="" type="checkbox"/>	f) other (specify):

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

1. understand and apply theory to developmentally appropriate curriculum through in-class activities.

**C. Skill demonstrations, including:**

<input type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input checked="" type="checkbox"/>	b) field work	<input type="checkbox"/>	d) other (specify)

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

1. plan and execute responsive curriculum for an infant/toddler program.

2. complete the 54 required lab hours.

**D. Objective examinations including:**

<input type="checkbox"/>	a) multiple choice	<input type="checkbox"/>	d) completion
<input type="checkbox"/>	b) true/false	<input type="checkbox"/>	e) other (specify):
<input type="checkbox"/>	c) matching items	<input type="checkbox"/>	

**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.

**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):

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

Textbook

Reference materials

Instructor-prepared materials

Audio-visual materials

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)          X  

Content

Breadth of ideas covered clearly meets college-level learning objectives of this course   X         

Presentation of content and/or exercises/projects:

Requires a variety of problem-solving strategies including inductive and deductive reasoning.   X         Requires independent thought and study   X         Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.   X         

List of Reading/Educational Materials

Recommended - California Department of Education *Infant/Toddler Learning & Development Foundations*, California Department of Education, 2009,

Comments:

This course requires special or additional library materials (list attached).  
 This course requires special facilities:  
 CD Lab School

Attached Files:

<p><b>BASIC SKILLS ADVISORIES PAGE</b> 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 <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input checked="" type="checkbox"/> 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. Terminology associated with growth and development will be used.</li> <li>2. Students will be required to give oral reports to pertinent research.</li> <li>3. Students will read case students and research findings and must analyze and apply.</li> </ol>
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> 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 are required to write reports on observations of toddlers.</li> <li>2. Students will write critiques of videos and weekly articles.</li> <li>3. Students will write a curriculum for an infant-toddler program.</li> </ol>
<p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><i><u>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.</u></i></p>	

**CONTENT REVIEW**

**REQUISITES**

No requisites