



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:	(8) Classification:	
Total Course Hours		
Total Lec hours: 3.00	Degree applicable:	X
Total Lab hours:	Non-degree applicable:	
Total Contact hours: 54.00	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:	Major:	CHILD DEVELOPMENT
Grading Scale Only	Certificate of:	
Pass/No Pass option X	Certificate in:	
Pass/No Pass only	(10) CSU	Baccalaureate: X
(6) Advisories:	(11) Repeatable: (A course may be repeated three times)	0
Eligibility for English 126		
Eligibility for English 125		
(7) Pre-requisites (requires C grade or better): CHDEV 7		
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 into the Early Childhood Education environment
- 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,
and/or
 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,
and/or
 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,
and/or
 5. Recommended - Small,M *Out Babies, Ourselves: How Biology and Culture Shape the Way we Parent*, First Anchor Books, 1999,
and/or
 6. Recommended - Siegel,D. *The Developing Mind: How Relationships and the Brain Interact and Shape Who We Are* , The Guilford Press, 1999,
and/or
 7. Recommended - Gonzalez-Mena, J., & Eyer, D,W. *Infants, toddlers, and caregivers*, ed. 8th McGraw-Hill, 2009, ISBN: 0-07-337854-2

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.

A. Writing			
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. Problem Solving			
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.

C. Skill demonstrations, including:			
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

D. Objective examinations including:			
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

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

Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:

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

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	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </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 - Small,M *Out Babies, Ourselves: How Biology and Culture Shape the Way we Parent*, First Anchor Books, 1999,
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Comments:

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

Attached Files:

[CHDEV 7A Form A](#)
[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.

(eligibility for English 126) (as outcomes for English 262) <input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words. <input checked="" type="checkbox"/> Applying word analysis skills to reading in context. <input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills. <input checked="" type="checkbox"/> Using textbook study skills and outlining skills. <input type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	1. Students will read text and articles and apply information to class discussions 2. Students will apply text information to written assignments. 3. Students will reflect on text information and observations through journal entries.
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(eligibility for English 125) (as outcomes for English 252) <input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time. <input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc. <input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of	1. Students will write research paper. 2. Students will write observations in journal. 3. Students will write essays for exams.
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- common irregular verbs.
- Expanding and developing basic sentence structure with appropriate modification.
- Combining sentences using coordination, subordination, and phrases.
- Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

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

CHDEV 7 INFANT-TODDLER DEVELOPMENT AND CARE

REQUISITES

Subject Prerequisite -- CHDEV 7 INFANT-TODDLER DEVELOPMENT AND CARE

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

- Identify the stage of development and specify language and communication abilities for each stage. As demonstrated on final exam.
- Analyze similarities and differences in day-to-day routines practiced with infants and toddlers in different family settings. As demonstrated in written scenarios.
- Understand ways to provide support and education to parents including: on-site, in-home, and community services available. As demonstrated on final exam.
- 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.
- 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.
- 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.

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.

7. ____ Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course: