



**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)	0
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. establish the importance of communication and relationships during routine care
- V. evaluate quality environments using and environmental assessment tool
- VI. establish accommodations needed for children with special needs.

**IV. COURSE OUTLINE:**

**Lecture Content:**

- I. 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 and Assessment
  - 1. Observing Infants and Toddlers
  - 2. Authentic Assessment
  - 3. Identifying atypical development
  - 4. Documentation
  - 5. Environmental Assessment
- 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:**

- I. Skills
  - 1. Collaborate among adults
  - 2. General supervision of infant-toddler
  - 3. Guiding infant-toddler toward autonomy and positive self-concept
  - 4. Correctly use various observation tools
  - 5. Designing emergent curriculum based on observations
  - 6. Implementing developmentally appropriate experience
- II. Observations
  - 1. Identify temperament components
  - 2. Identify infant-toddler and caregiver relationships
  - 3. Identify developmental stages of language development
- III. Environment
  - 1. Participate in routines and transitions
  - 2. Assess the environment
  - 3. Evaluate the effectiveness of the daily schedule

**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, and/or
  - 2. Recommended - Gonzalez-Mena, J., & Eyer, D.W. *Infants, toddlers, and caregivers*, ed. 8th McGraw-Hill, 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	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>		
	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) Write a curriculum based on needs of the infant-toddler

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

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

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

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

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

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

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

50% Writing Assignments 25% Skill Demonstrations 25% Problem Solving

**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>X</u>	_____
<u>X</u>	_____
<u>X</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) \_\_\_\_\_

<i>Computation Level</i> (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 - California Department of Education *Infant/Toddler Learning & Development Foundations*, California Department of Education, 2009,  
 Recommended - Gonzalez-Mena, J., & Eyer, D,W. *Infants, toddlers, and caregivers*, ed. 8th McGraw-Hill, 2009, ISBN: 0-07-337854-2

Comments:

\_\_\_\_\_ This course requires special or additional library materials (list attached).  
  X   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><u>  X  </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.  <u>  X  </u> Applying word analysis skills to reading in context.  <u>  X  </u> Using adequate basic functional vocabulary skills.  <u>  X  </u> Using textbook study skills and outlining skills.  <u>  X  </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>1. Terminology associated with growth and development will be used.          2. Students will be required to give oral reports to pertinent research.          3. Students will read case studies and research findings and must analyze and apply.</p>
<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.  <u>  X  </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.  <u>  X  </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.          _____ Expanding and developing basic sentence structure with appropriate modification.          _____ Combining sentences using coordination, subordination, and phrases.  <u>  X  </u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<p>1. Students are required to write reports on observations of toddlers.          2. Students will write critiques of videos and weekly articles.          3. Students will write a curriculum for an infant-toddler program.</p>

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