



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:	
Course Hours		
Weekly Lec hours: 2.00	Degree applicable:	X
Weekly Lab hours: 3.00	Non-degree applicable:	
Total Contact hours: 90.00	Basic skills:	
Lec will generate __ hour(s) outside work.	(9)RC	Fulfills AS/AA degree requirement: (area)
Lab will generate __ hour(s) outside work.		General education category:
(5) Grading Basis: Grading Scale Only	Major:	
Pass/No Pass option X	Certificate of:	
Pass/No Pass only	Certificate in:	
(6) Advisories:	(10)CSU	Baccalaureate: X
(7) Pre-requisites (requires C grade or better):	(11)Repeatable: (A course may be repeated three times)	0
• Child Development 1, 6, and 39.	(12)C-ID:	
Corequisites:	Proposed Start Date:	Spring 2013
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(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.

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>		
	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. Problem Solving			
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.

C. Skill demonstrations, including:			
	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.

D. Objective examinations including:			
	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
Textbook	<u> X </u>	<u> </u>
Reference materials	<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)
- 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)

Content

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

Presentation of content and/or exercises/projects:

Requires a variety of problem-solving strategies including inductive and deductive reasoning.

Requires independent thought and study

Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.

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).
This course requires special facilities:
CD Lab School

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 201. 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.

Check the appropriate spaces.

- Eligibility for Math 201 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.

REQUISITES

Prerequisite -- CHDEV 39 Child Growth and Development

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|--|--|
| <ul style="list-style-type: none"> • Describe the importance of early development and the effects of genetic and environmental factors on development. • Describe the developmental changes that take place in children with typical and atypical development from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development. • Identify those variables that lead to typical development and those that contribute to atypical development at various stages. | <ul style="list-style-type: none"> • apply knowledge of developmentally appropriate activities for typically and atypically developing infants and toddlers. • establish the importance of communication and relationships during routine care • establish accommodations needed for children with special needs. |
|--|--|

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.

Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

Justification: Indicate how this is so.

The health or safety of the students in this course requires the prerequisite.

Justification: Indicate how this is so.

The prerequisite course is part of a sequence of courses within or across a discipline.

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.

The prerequisite/corequisite is required by law or government regulations.

Explain or cite regulation numbers:

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.

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.

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

Justification: To cover the necessary content required of this course, as required in the course outcomes, the instructor must assume the student enters the course with a basic knowledge of child development. This required knowledge is covered in the CD 39 course. CD 39 is the first course that students are counseled to take during their first semester at Reedley College as a foundation to concepts discussed in further depth in other Child Development courses. CD 7 is an advanced skills class requiring practicum hours, students must understand the basics of child development to appropriately interact with infants and toddlers.

Prerequisite -- CHDEV 6 Health, Safety and Nutrition in Early Childhood Education

- assess strategies to maximize the mental and physical health of children and adults in group care and early intervention settings in accordance with culturally, linguistically and developmentally appropriate practice.
- identify health, safety, and environmental risks in early care and education settings.
- demonstrate knowledge of health and safety standards for infants and young children in group care and early intervention settings.
- identify characteristics of high quality early care and education settings as related to health, safety and nutrition for children ages 0-5

- identify key components in a quality program for the care of infants and toddlers.
- evaluate quality environments using and environmental assessment tool
- establish accommodations needed for children with special needs.

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.

Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

Justification: Indicate how this is so.

The health or safety of the students in this course requires the prerequisite.

Justification: Indicate how this is so.

The prerequisite course is part of a sequence of courses within or across a discipline.

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.

The prerequisite/corequisite is required by law or government regulations.

Explain or cite regulation numbers:

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.

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.

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

Justification: To cover the necessary content required of this course, as required in the course outcomes. The instructor must assume the student enters the course with a basic knowledge of health and safety as it pertains to child growth and development. This required knowledge is covered in the CD 6 course. CD 6 is among the first courses that students are counseled to take during their first semester two semesters at Reedley College as a foundation to concepts discussed in further depth in other Child Development courses. CD 7 is an advanced skills class requiring practicum hours, students must understand the basics of health and safety to appropriately interact with infants and toddlers.

Prerequisite -- CHDEV 1 Principles and Practices of Teaching Young Children

- interpret best and promising teaching and care practices as defined within the field of early care and education including an historic overview, range of delivery systems, program philosophies, and ethical standards.
- assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

- identify key components in a quality program for the care of infants and toddlers.
- apply knowledge of developmentally appropriate activities for typically and atypically developing infants and toddlers.
- review activities for bias.

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.

Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

Justification: Indicate how this is so.

The health or safety of the students in this course requires the prerequisite.

Justification: Indicate how this is so.

The prerequisite course is part of a sequence of courses within or across a discipline.

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.

The prerequisite/corequisite is required by law or government regulations.

Explain or cite regulation numbers:

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.

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.

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

Justification: To cover the necessary content required of this course, as required in the course outcomes, the instructor must assume the student enters the course with a basic knowledge of the field of early childhood education. This required knowledge is covered in the CD 1 course. CD 1 is one of first course that students are counseled to take during their first two semesters at Reedley College as a foundation to concepts discussed in further depth in other Child Development courses. CD 7 is an advanced skills class requiring practicum hours, students must understand the basics of the field of early childhood education to appropriately interact with infants and toddlers during the practicum hours as well as create quality curriculum and understand lecture content.

JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: CHDEV 7

Course Title(s): Infant-Toddler Development and Care

Rationale for Limiting Enrollment:

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