CHDVC205 : Care and Education for Infants and Toddlers

General Information

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Course Code (CB01) :	CHDVC205
Course Title (CB02) :	Care and Education for Infants and Toddlers
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000293291
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	02/21/2012
Course Description:	In this course, students learn to apply current theory and research to the care and education of infants and toddlers in group settings. The course examines essential policies, principles, and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. Students are required to observe infants and/or toddlers in a group setting.
Submission Type:	Mandatory Revision
	This is a cyclical revision. The description, methods of instruction, methods of evaluation, SLOs, and topical outline were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	**Course Special Class Status (CB13)**	**Grade Options**
Course is not a basic skills course.	Course is not a special class.	• Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Child Development Master Teacher- (In Development)	Certificate of Achievement	Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic

Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Because Child Development is a Social Science, students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

Outcomes
- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C205 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C205 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors.

Outcomes
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Skills Development and Performance
Rationale	Demonstrate basic care of infants and toddlers: feeding strategies, communication techniques, and support for art exploration.

Methods of Instruction	Outside reading
Rationale	Outside academic sources will be read for the research paper.

Methods of Instruction	Library
Rationale	The embedded librarian program can be used to support students in finding and analyzine academic sources for the research paper.

Methods of Instruction	Lecture
Rationale	Lectures will be included to extend topics, for example the role of planning in infant care or predicting developmental milestones.

Methods of Instruction	Informational Interviews
Rationale	Interview infant/toddler professionals to find out more about the profession, for example, how they include families in the classroom.

Methods of Instruction	Case Study
Rationale	Observe one child to document their development, for example, look at fine motor skills to anticipate what kinds of activities will support later development.

Methods of Instruction	Discussion
Rationale	In-class discussion will be included around relevant topics such as attitudes towards infants' self-feeding.

Assignments

Observe infants in a group setting. For example, observe the interactions of one infant with cargiver(s) and indentify respectful infant/toddler curriculum using inquiring observation or lack thereof.

Research Paper: For example, 5 page paper discussing the theoretical basis for relational responses, responses that support learning and the relationship, when implementing infant/toddler curriculum.

Case study: For example, observe one child throughout the semester. What changes did you see in the infant's physical, cognitive, and socio-emotional development?

Read and respond to textbook and other assigned readings.

Methods of Evaluation	Rationale
Project	Case study: For example, observe one child throughout the semester. What changes did you see in the infant's physical, cognitive, and socio-emotional development?
Research Paper	Research Paper: For example, 5-page paper discussing the theoretical basis for applying relational responses, responses that support learning and the relationship, when implementing

	infant/toddler curriculum.
Project	Observe infants in a group setting. For example, indentify respectful infant/toddler curriculum using inquiring observation.
Tests	Exams - multiple choice and essay
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Maguire-Fong, M. J.. (2014) Teaching and learning with infants and toddlers: Where meaning making begins. , , Teachers College Press			

Other Instructional Materials

Description	Other: Professional journals as assigned
Author	
Citation	Care and Education for Infants and Toddlers

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Observe, document, and reflect on infant and toddler play and interactions to plan for care and learning.

Design appropriate play spaces and care routines that support infant and toddler care and learning.

Describe reciprocal communication techniques that promote brain development and healthy relationships.

Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.

Define the program policies of primary care, continuity of care, and small group size.

Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.

Describe practices that support the unique abilities of all children birth to 36 months.

CSLOs

Summarize the essential policies and practices of quality infant and toddler programs.	Expected SLO Performance: 70.0

Child Development Child Development Master Teacher Certificate of Achievement	4. Develop professional expertise in a specialized area of knowledge.

Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.	Expected SLO Performance: 70.0

Child Development Child Development Master Teacher Certificate of Achievement	4. Develop professional expertise in a specialized area of knowledge.

Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection.	Expected SLO Performance: 70.0

Child Development Child Development Master Teacher Certificate of Achievement	4. Develop professional expertise in a specialized area of knowledge.
ISLOs Core ISLOs	Students who are completing a program will be able to access, evaluate, and effectively use information.

Outline

Course Outline

A. Regulations for Infant and Toddler Programs
      1. Delivery systems
      2. Licensing regulations
      3. Teacher qualifications
      4. Quality indicators
B. Approaches to Infant Toddler Group Caregiving
      1. Developmentally; culturally; linguistically appropriate practices
      2. Caregiving strategies and practices
      3. Primary caregiving
      4. Inclusive care
      5. Teacher's role and responsibilities
            a. Collaboration and interactions with families and professionals
            b. Guidance and interaction
            c. Communication with children
C. Curriculum and Planing
      1. Planning for developmental domains
            a. Physical
            b. Cognitive
            c. Social

             d. Emotional
             e. Aesthetic
    2. Environments
             a. Materials and equipment
             b. Space and design
             c. Aesthetics
             d. Adult space
    3. Obervation; Assessment; and Documentation
             a. Assessment tools
             b. Early identification and intervention

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV 205 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used.The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work
Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums
Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessiblity checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no