

CHLDV147 : Working With Infants And Toddlers

General Information

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Course Code (CB01) :	CHLDV147
Course Title (CB02) :	Working With Infants And Toddlers
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000340852
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 147 is designed to specialize in infant and toddler development milestones. Students learn the principles of care-giving and appropriate play activities and materials necessary to enhance early childhood education. Observation of infants and toddlers is required in the classroom and the community.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	
Author:	Owens, Deborah
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

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

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (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 Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0

Total 54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

Reading, Writing, Online Discussion Board, other assignments and activities, research paper.

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

Prerequisite

CHLDV135 - Child Growth And Development (in-development)

Objectives

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Analyze how cultural, economic, political, historical contexts affect children’s development.
- Compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies;
- Differentiate characteristics of typical and atypical development at various stages.
- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.
- Explore contemporary social issues that impact children’s development.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Laboratory

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Demonstrations

Methods of Instruction Field Activities (Trips)

Methods of Instruction Presentations

Out of Class Assignments

- Reflective writing assignment (e.g., reflective essay responding to specific reading assignments)
- Oral presentations (e.g., presentation of a documentation panel demonstrating child growth and development and/or effective teaching strategies)
- Small group work (e.g., collaborate with other students to produce a developmentally appropriate activity plan)
- Written observations (e.g., summary of observation in settings appropriate for Infants and/or toddlers using the Infant and Toddler Environment Rating Scale)
- Final project (e.g., a research paper examining relevant issues regarding working with infants and toddlers in groups)

Methods of Evaluation

Rationale

Exam/Quiz/Test

Final examination (e.g., an essay identifying skills and competencies required to be effective as an infant or toddler caregiver and/or basic principles associated with high quality infant/toddler care)

Exam/Quiz/Test

Midterm assessment (e.g., assessment of knowledge and understanding of course content and examples of application and/or integration of the concepts learned)

Textbook Rationale

The editions identified below are the latest editions available, each addresses diversity and inclusion issues as they relate to the course content offering valuable perspectives for our students. The CA Department of Education text is the latest provided by the State of California.

Textbooks

Author	Title	Publisher	Date	ISBN
Gonzalez-Mena, Janet	Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-based Care and Education	McGraw Hill	2020	9781260237788
California Dept. of Education	California Infant/toddler Learning & Development Frameworks and Foundations	California Dept. of Education	2009	978-0801116933
Thelma Harms, Debby Cryer, Richard M. Clifford, Noreen Yazejian	Infant/Toddler Environment Rating Scale (ITERS-3) 3rd Edition	Teachers College Press	2017	978-0807758670
Other Instructional Materials (i.e. OER, handouts) No Value				
Materials Fee No value				

Learning Outcomes and Objectives

Course Objectives

Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.

Use current research to evaluate the impact of various birth practices on the newborn and family.

Describe the primary role of the family in the development of the child.

Relate neurobiological processes to infant and toddler development.

Relate developmental theory to infant and toddler development, interactions and relationships.

Compare and contrast caregiving practices and environments that support optimal development.

SLOs

Summarize the essential policies and practices of quality infant and toddler programs.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>CHLDV</i> Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.
<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
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<i>CHLDV</i> Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
<i>CHLDV</i> Site Supervisor	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Site Supervisor	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
<i>CHLDV</i> Teacher (Preschool)	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
<i>CHLDV</i> Master Teacher	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals

CHLDV
School-Age Care

articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals

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CHLDV
Transitional
Kindergarten
Certificate

plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

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

ILOs
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

CHLDV
School-Age Care

develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

CHLDV
Teacher (Preschool)

develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

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use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

CHLDV
Site Supervisor

develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

CHLDV
Master Teacher

develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children

use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development

CHLDV
Transitional
Kindergarten Certificate

identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Regulations for Infant and Toddler Programs (5 hours)

- Delivery systems
- Licensing regulations
- Teacher qualifications
- Quality indicators

Approaches to Infant Toddler Group Caregiving (13 hours)

- Developmentally, culturally, linguistically appropriate practice
- Caregiving strategies and practices
- Primary caregiving
- Inclusive care

Teacher's Role and Responsibilities (10 hours)

- Collaboration and interactions with families and professionals
- Guidance and interaction
- Communication with children
- Recognizing and countering implicit biases
- Collaborating with diverse populations

Curriculum and Planning Developmental Domains (13 hours)

- Planning for physical development
- Planning for cognitive development
- Planning for social development
- Planning for emotional development
- Using diverse examples and images to create curriculum

Curriculum and Planning: Environments (9 hours)

- Materials and equipment
- Space and design
- Aesthetics
- Adult space
- Using diverse images, concepts, art, and decor in the classroom to support diverse student representation

Observation, Assessment, and Documentation (4 hours)

- Assessment tools
- Early identification and intervention
- Acknowledging and correcting implicit biases when evaluating what is "normal" in infant and toddler assessments

Total Hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value