

CD M15: CARE AND EDUCATION PROGRAMS: INFANTS/TODDLERS

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M15

Course Title (CB02)

Care and Education Programs: Infants/Toddlers

Banner/Short Title

Programs: Infants/Toddlers

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children from birth to 36 months.

Meets CA Title 22 regulations for infant-toddler teachers and program directors. Approved for Continuing Education hours by the California Board of Registered Nursing, provider number 02811 for 30 contact hours.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

1055

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

CD M02

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

CD M02

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | analyze the variety of programs available to infants and toddlers, applying understanding of components of quality programs. |
|---|--|

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | observe, document and reflect on infant and toddler play and interactions to plan for care and learning. |
| 2 | design appropriate play spaces and care routines that support infant and toddler care and learning. |

- 3 describe reciprocal communication techniques that promote brain development and healthy relationships.
- 4 demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.
- 5 define the program policies of primary care, continuity of care, and small group size.
- 6 identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.
- 7 describe practices that support the unique abilities of all children birth to 36 months.

Course Content

Lecture/Course Content

- **25% - Regulations for Infant and Toddler Programs**
 - Delivery systems
 - Licensing regulations
 - Teacher qualifications
 - Quality indicators
- **25% - Curriculum and Planning**
 - Planning for developmental domains
 - Environments
 - Observation, assessment, and documentation
- **50% - Approaches to Infant-Toddler Group Caregiving**
 - Developmentally, culturally, linguistically appropriate practice
 - Caregiving strategies and practices
 - Primary caregiving
 - Inclusive care
 - Teachers role and responsibilities:
 - Collaboration and interactions with families and professionals
 - Guidance and interaction
 - Communication with children

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Objective exams
Oral presentations
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Child study
Infant-toddler classroom observation and evaluation

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Observation
 Readings
 Role-playing
 Small group activities
 Web-based presentations
 Other (specify)

Specify other method of instruction

Discussion seminar

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

- Recorded and interpreted observations of infants and toddlers.
- Statement of personal philosophy on infant and toddler caregiving.
- Written evaluations of field trips to infant child care centers.
- Essays on topics pertaining to infant care and education.

Critical Thinking Assignments

- Analysis of infant-toddler observation based on program quality guidelines.
- Creation of individualized infant curriculum.
- Case study analysis of approaches to infant-toddler teaching.

Reading Assignments

- Read a current Child Development journal article pertaining to course topics such as brain development and healthy relationships.
- Read a current news article pertaining to course topics such as brain development and healthy relationships.

Skills Demonstrations

- Role-play a conversation between a teacher and an infant's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article relevant to children under 36 months.

Outside Assignments

Representative Outside Assignments

- Compile written observations of infants and toddlers.
- Create a manual for caregiving that requires synthesis of developmentally appropriate practices, California state licensing requirements, referral resources, knowledge of infant and toddler development and cultural diversity.
- Complete assigned readings from text and early childhood professional journals.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Los Angeles	CHDV 2100	Infant Development	3

Comparable Courses within the VCCCD

CD V28 - Care and Education for Infants and Toddlers

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Barbara City College	ECE 141	Development And Caregiving of Infants and Toddlers	3
College of the Canyons	ECE 130	Infant/Toddler Development and Curriculum	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionGonzalez-Mena, Janet and Dianne Widmeyer Eyer. *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education*. 12th ed., McGraw-Hill, 2020.**Resource Type**

Textbook

DescriptionNorris, Deborah, and Diane M. Horm, eds. *Group Care for Infants, Toddlers, and Twos*. Routledge, 2018.**Resource Type**

Textbook

DescriptionSwim, Terri. *Infants and Toddlers: Caregiving and Responsive Curriculum Development*. 10th ed., Cengage Learning, 2023.**Library Resources****Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Journal article critiques; and research, utilizing the Library's print and online resources, on topics related to infant-toddler learning and development such as the association between continuity of care in infant-toddler classrooms and child outcomes.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form "study groups" in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/01/2022

Dean

09/06/2022

Technical Review

09/15/2022

Curriculum Committee

09/20/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000430986

DOE/accreditation approval date

MM/DD/YYYY