



CDE-120: INFANT AND TODDLER EDUCATION AND CARE

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

CDE - Child Development & Education

Course Number

120

Course Title

Infant and Toddler Education and Care

Short Title

Infant & Toddler Education & C

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides students with a framework for infant/toddler care in a childcare setting emphasizing developmental care-giving strategies and designing developmentally appropriate practices. Students will receive instruction demonstrating high quality practices that are recommended by the California State Department of Education Infant Toddler Foundations and Framework. Students may be required to complete observations in licensed care facilities which may require immunizations, and TB and Criminal Record Clearances.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CDE-110 or CDE-119 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.90* - *Infants and Toddlers

CIP Code

13.1210 - Early Childhood Education and Teaching.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives**Learning Objectives****Learning Objective**

1. Analyze historical roots and current social trends as they relate to infant and toddler group care
2. Demonstrate observational and analytical skills by observing, reflecting and documenting current infant and toddler caregiving settings.
3. Create developmentally appropriate materials to be used in a caregiving setting.
4. Compare and contrast caregiving strategies (with theoretical material on growth and development of the infant and toddler).
5. Describe appropriate strategies for creating partnerships with the parents of infants and toddlers that respect the diverse values and differing cultural beliefs of each.
6. Compare and contrast differing philosophical approaches to "high quality" practices and identify reciprocal communication techniques that promote brain development and healthy relationships.
7. Examine the unique needs of infants and toddlers at risk for developmental delay or who have identified needs and describe the types of support services available to these children and their families.
8. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.
9. Describe the role and impact of implicit bias in working with culturally diverse infants, toddlers and their families.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Students will evaluate safe, healthy and developmentally appropriate classroom environments for infants and toddlers.
2. Students will analyze appropriate strategies for creating partnerships with parents of infants and toddlers.
3. Students will identify child rearing and caregiving techniques from a variety of diverse cultural lenses and backgrounds.
4. Students will create developmentally appropriate materials to be used in an infant or toddler caregiving setting.

Program Learning Outcomes**Learning Outcome**

- Become permit and/or transfer eligible and thus prepared to enter the workforce
- Demonstrate professionalism based upon the NAEYC code of ethics

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. I. Social Trends Relating to Infant/Toddler Group Care
 - a. Historical Perspective
 - b. Current Trends
 - c. Quality in Child Care Issues and QRIS
 - d. California Infant and Toddler Foundations and Framework
- II. Regulations for Infant and Toddler Programs
 1. Delivery Systems
 2. Licensing Regulations
 3. Teacher Qualifications
 - a. Teacher Performance Expectations: Developing as a Professional Early Childhood Educator
 4. Quality Indicators
 - a. Magda Gerber's RIE Approach
 - b. CA State Department of Education and WestEd's Approach
- III. Approaches to Infant and Toddler Group Caregiving
 1. Developmentally, culturally, linguistically appropriate practice
 - a. Review of Infant/Toddler Developmental Stages
 2. Caregiving Strategies and Practices
 3. Primary Caregiving
 4. Inclusive Care
- IV. Teacher's Role and Responsibilities
 1. Collaboration and Interactions with Families
 - a. Importance of Family Involvement and Support
 - b. Providing Culturally Responsive Care
 - c. Candid Discussions about Parental and Caregiver Concerns
 2. Guidance and Interaction
 3. Communication with Children
 - a. Teacher Performance Expectation: Engaging and Supporting all young children in development and Learning.
 - i. Verbal Communication
 - ii. Non-Verbal Communication
 4. Creating Attachments and Supporting Autonomy
 - a. Primary Caregiving
 - b. Continuity of Care
 - c. Relationship-Based Caregiving
 - d. Implicit Bias in Caregiving
 5. Recognizing Differences in Development and Making Accommodations for those Differences
 - a. Curriculum and Planning
 - b. Planning for Developmental Domains
 - i. Physical
 - ii. Cognitive
 - iii. Social
 - iv. Emotional
 6. Appreciating the Importance of Routines in Group Care
 7. Including the Infant/Toddler in the Curriculum
 8. Developing Developmentally Appropriate Materials

- a. Using Desired Results to Create Portfolios and Chart Progress
- b. Teacher Performance Expectations: Planning Instruction and Designing Developmental and Learning Experiences for All Children.

VI. Environments

1. Materials and Equipment
2. Space and Design
 - a. Flexibility
 - b. Choices
 - c. Child-sized
 - d. Aesthetics
 - e. Adult Space

VII. Observation, Assessment and Documentation

1. Assessment Tools
 - a. Desired Results
 - b. Infant/Toddler Environmental Rating Scale (ITERS)
2. Early Identification and Intervention

VIII. Exploring Career Opportunities

1. Licensed In-home and Out-of-home childcare settings
2. Child Life Specialist
3. Infant Development Specialist
4. Developmental Case Workers
5. Social Worker

Methods of Instruction

Method

Individual Projects

Integration

Projects will be presented in class to aid in understanding of high quality and culturally sensitive group care for infants and toddlers.

DE Adaptations for MOI

Fully online course projects on high quality and culturally sensitive group care for infants and toddlers will be presented in the CMS using images, personal video submissions, or public accessible online visual sites. Hybrid course projects will be presented in a face-to-face meeting.

Method

In-class Exercises

Integration

Individual/personal reflections will be done to assess personal bias that might negatively impact one's ability to create partnerships with parents, create culturally responsive environments, and/or to work with children who are differently-abled.

DE Adaptations for MOI

Using the course CMS students will be provided scholarly resources from professional organizations to assess and reflect on personal biases that might negatively impact one's ability to create partnerships with parents, create culturally responsive environments, and/or to work with children who are differently-abled.

Method

Lecture

Integration

Lecture and audio-visual presentations will examine historical and current social trends and quality factors that affect group care for infants and toddlers.



DE Adaptations for MOI

Accessible audio-visual materials examining historical and current social trends and quality factors that affect group care for infants and toddlers will be delivered using the CMS.

Methods of Evaluation**Method**

Capstone Project

Integration

Students will create developmentally appropriate materials to be used in a caregiving setting using applied theoretical material and the Desired Results Developmental Profile assessment tool and the Infant Toddler Learning Foundations provided by the California State Department of Education. Materials should be culturally appropriate and responsive to the unique needs of the child's family dynamics.

DE Adaptations for MOE

Using the campus CMS students will submit their written summary and photographs or video logs of their project creating developmentally appropriate materials to be used in a caregiving setting using applied theoretical material and the Desired Results Developmental Profile assessment tool and the Infant Toddler Learning Foundations provided by the California State Department of Education. Feedback will be provided utilizing the CMS grade book feature within 2 weeks of student submission.

Method

Exams/Tests

Integration

Exams will include multiple choice, short answer or essay exam questions designed to demonstrate student understanding of state and professional standards, licensing regulations, and quality indicators for infant and toddler care

DE Adaptations for MOE

Exams that determine student's understanding of state and professional standards, licensing regulations, and quality indicators for infant and toddler care will be administered using the exam function of the CMS. Feedback will be provided utilizing the gradebook feature of CMS within 1 week of student submission.

Method

Class Participation

Integration

Class participation will be evaluated on student ability to describe and evaluate strategies for creating partnerships with parents of infants and toddlers that respect the diverse values and beliefs in class discussion and reflection.

DE Adaptations for MOE

Class participation will be measured by evaluating student ability to describe and evaluate strategies for creating partnerships with parents of infants and toddlers that respect the diverse values and beliefs in class discussion and reflection. Evaluation rubrics will be utilized in CMS discussion threads, journals and course blogs. Evaluation rubrics will be based in consistent communication, quality of content, developed input and final self-assessment. Feedback will be provided in CMS gradebook within 1 week of student submission.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will create a written report on a developmentally appropriate toy that meets the standards outlined in the California Learning Foundations and Desired Results Developmental Profile for infants and toddlers(provided by the CA State Department of Education). The report should include a description of how the toy might enhance the brain development of infants and toddlers. The written report should further discuss how the toy may be culturally relevant to children and families in your care and why this is necessary.

How assignment will be adapted in online format

Utilizing the CMS create a written report on a developmentally appropriate toy that meets the standards outlined in the California Learning Foundations and Desired Results Developmental Profile for infants and toddlers(provided by the CA State Department of Education). The report should include a description of how the toy might enhance the brain development of infants and toddlers. The written report should further discuss how the toy may be culturally relevant to children and families in your care and why this is necessary. report will be scored using a rubric and instructor feedback will be provided in the CMS gradebook within 2 weeks of student submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read "Engaging Families in Policy Change" and "Infant and Early Childhood Mental Health Competencies" from the Zero to Three journal. Identify the main points of the articles and relate them to the course material on current and historical trends in infant toddler care.

How assignment will be adapted in online format

Utilizing the CMS you will Read "Engaging Families in Policy Change" and "Infant and Early Childhood Mental Health Competencies" from the Zero to Three journal. Identify the main points of the articles and relate them to the course material on current and historical trends in infant toddler care. Utilizing the CMS you will identify another student to discuss their findings in a "think-pair-share" activity. Instructor feedback will be provided within 1 week of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Throughout this course, you will have the opportunity to practice and demonstrate the NAEYC competency for early educators "to develop and sustain the habit of reflective and intentional practice in the daily work with young children and members of the early childhood profession" through unit reflections. At the end of every unit, in your journal write a detailed response self-reflecting on each of the following questions:

Share your thoughts on what stuck out to you from the video lecture page in this unit.

Do you have any lingering questions?

Is there more information you would like to help your understanding?

What resource in the learning unit or in-class session was most helpful to your learning during this unit? Least helpful? (Be specific)

What study skill or behavior do you need to change(or keep doing) this week to be more(or continue to be) successful?
What else would you like me to know.

How assignment will be adapted in online format

Throughout this course, you will have the opportunity to practice and demonstrate the NAEYC competency for early educators "to develop and sustain the habit of reflective and intentional practice in the daily work with young children and members of the early childhood profession" through unit reflections. At the end of every unit, in your journal write a detailed response self-reflecting on each of the following questions:

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Is there more information you would like to help your understanding?

What resource in the learning unit or in-class session was most helpful to your learning during this unit? Least helpful? (Be specific)

What study skill or behavior do you need to change(or keep doing) this week to be more(or continue to be) successful?

What else would you like me to know.

Submit your journal reflection through the CMS. Feedback will be provided within 1 week of submission.

Course Materials

Textbooks

Gonzalez-Mena, J. (2021) Infants, Toddlers and Caregivers: A Curriculum of Responsive, Respectful Relationship-Based Education & Care
ISBN:9781260237788, 1260237788

Open Educational Resources

California Department of Education. Infant/Toddler Learning and Development Foundations. California Department of Education , 03-21-2017.

California Department of Education. Infant. Toddler Curriculum Framework. California Department of Education , 10-17-2016.

Infant and Toddler Care and Development (Taintor and LaMarr). (2022, April 13). <https://socialsci.libretexts.org>

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The learning objectives were revised to include examining the unique needs of infants and toddlers at risk for developmental delay. The course further explores the impact of implicit bias and the role of the early educator in addressing diverse cultural needs of infants, toddlers and families.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course will use video and material reflecting diverse experiences of families and children allowing them to see themselves in the course material. Universal Design has been considered in the course assignments by ensuring all assignments are accessible to the online learner as well as the face to face classes.

Interactions

Explain how the course will incorporate student-to-student interaction.

Using the CMS discussion forums, breakouts rooms in video-conferencing software and/or in class, students will engage in a variety of activities designed to foster community and encourage students to experience variant approaches to the course material under discussion. For example, when using the course CMS students will be provided scholarly journal articles from professional organizations to identify current and theoretical material and research that adds to their understanding of infant toddler care in childcare settings emphasizing developmental care giving strategies and high-quality practices. Students will provide analysis, discussion and reflection and build community utilizing the groups feature in the CMS.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS, video conferencing software and/or in class, the instructor will participate in class discussions asking students to apply critical thinking skills and analysis to course concepts. Lectures will be developed and offered through the course CMS and/or in class. For example, accessible audio-visual lecture materials addressing developmentally and culturally appropriate support strategies for infants and toddlers with diverse needs will be delivered using the CMS. Feedback will be provided to students from the instructor through the CMS discussion board and gradebook features.

Explain how the course will incorporate student-to-content interaction.

The course stresses the importance of high quality developmentally and culturally appropriate infant and toddler caregiving settings. Students will access a variety of ADA compliant course materials such as NAEYC, Zero to Three, CDC, and other professional organizations, assigned readings from the CA Department of Early Education resources, PowerPoint presentations, lecture materials, linked or embedded multimedia content and student curated material to aid in their understanding of infant and toddler quality care.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Each learning unit ends with a reflection where students are asked to reflect on their experiences with the material and apply critical analysis to their approach to the assignments. They are asked to reflect on their struggles and strengths and assess what type of support they require to move forward with their goals.

Key: 762