

# Glendale College Course Outline of Record Report

Course ID 000228  
Cyclical Review - May 2025

## PARED11 : Infant Care and Observation 2

### General Information

<b>Author:</b>	<ul style="list-style-type: none"> <li>• Kimberli Perner</li> <li>• Flynn, Barbara</li> <li>• Dilucchio, Jane</li> </ul>
<b>Course Code (CB01) :</b>	PARED11
<b>Course Title (CB02) :</b>	Infant Care and Observation 2
<b>Department:</b>	PARED
<b>Proposal Start:</b>	Winter 2026
<b>TOP Code (CB03) :</b>	(1305.60) Parenting and Family Education
<b>CIP Code:</b>	(19.0707) Family and Community Services.
<b>SAM Code (CB09) :</b>	D - Possibly Occupational
<b>Distance Education Approved:</b>	No
<b>Will this course be taught asynchronously?:</b>	No
<b>Course Control Number (CB00) :</b>	CCC000657801
<b>Curriculum Committee Approval Date:</b>	05/28/2025
<b>Board of Trustees Approval Date:</b>	07/08/2025
<b>Last Cyclical Review Date:</b>	05/28/2025
<b>Course Description and Course Note:</b>	PARED 11 is an introduction to parenting, caregiving, and child growth and development with children from 9-16 months of age. Through observation and interaction, students gain basic knowledge of developmental theories, the physical, cognitive, social, and emotional stages of development, caregiver/infant bonding, and effective communication. Caregivers and parents may attend class with one or more children of the designated age. Lecture 12-32 hours. Note: This course is Pass/No Pass only.
<b>Justification:</b>	Mandatory Revision
<b>Academic Career:</b>	<ul style="list-style-type: none"> <li>• Noncredit</li> </ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"> <li>• In-Person</li> <li>• Remote</li> <li>• Hybrid</li> </ul>
<b>Author:</b>	No value
<b>Course Family:</b>	No value

### Academic Senate Discipline

<b>Primary Discipline:</b>	<ul style="list-style-type: none"> <li>• Parent Education: Non-Credit</li> </ul>
<b>Alternate Discipline:</b>	No value
<b>Alternate Discipline:</b>	No value

### Last Course Offering

**When was this course last offered (term and year)?**

Spring 2025

### 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**

- Pass / No-Pass Only

**Course Support Course Status (CB26)**

Course is not a support course

### General Education and C-ID

**General Education Status (CB25)**

Not Applicable

**Transferability**

Not transferable

**Transferability Status**

Not transferable

### Units and Hours

#### Summary

**Minimum Credit Units (CB07)** 0

**Maximum Credit Units (CB06)** 0

**Total Course In-Class (Contact) Hours** 12 - 32

**Total Course Out-of-Class Hours** 0 - 0

**Total Student Learning Hours** 12 - 32

#### Credit / Non-Credit Options

**Course Type (CB04)**

Non-Credit

**Noncredit Course Category (CB22)**

Parenting.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Non-Enhanced Funding.

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	12 - 32	0
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	12 - 32
Laboratory	0
Studio	0
<b>Total</b>	12 - 32
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

### Time Commitment Notes for Students

Students should expect to spend approximately two hours per week engaging with the course materials and live sessions. Additional outside of class hours completing observations will be encouraged.

### Units and Hours - Weekly Specialty Hours

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

### Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

No Value

### Entry Standards

Entry Standards	Description
No value	No value

### Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

## Requisite Validation

### Upload Statistical Validation and/or other documents (if necessary)

No Value

## Specifications

### Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Laboratory
Methods of Instruction	Multimedia
Methods of Instruction	Demonstrations
Methods of Instruction	Field Activities (Trips)
Methods of Instruction	Independent Study
Methods of Instruction	Discussion
Methods of Instruction	Guest Speakers

### Out of Class Assignments

- Planning an age-appropriate music or reading activity.

- Planning an age-appropriate nutritious snack.
- Documenting developmental observations.

**Methods of Evaluation**

**Rationale**

Activity (answering journal prompt, group activity)

Group discussions

Activity (answering journal prompt, group activity)

Student demonstration (e.g. age-appropriate music or reading activity or family oriented creative activity)

Activity (answering journal prompt, group activity)

Student demonstration (e.g. age-appropriate nutritious snack)

Activity (answering journal prompt, group activity)

Observation worksheets

**Textbook Rationale**

No required textbook.

**Textbooks**

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

**Other Instructional Materials (i.e. OER, handouts)**

**Description** Instructor generated materials designed to enhance student understanding of course content related to older infants' development and care.

**Author** No value

**Citation** No value

**Online Resource(s)** No value

**Description** Duplicated articles from books and periodicals with copyright permission.

**Author** No value

**Citation** No value

**Online Resource(s)** No value

**Description** A variety of multimedia resources including videos, educational and government websites, apps

**Author** No value

**Citation** No value

**Online Resource(s)** No value

**Learning Outcomes**

## Course Objectives

Observe and record infant development in an educationally enriched environment.

Examine existing caregiving, parenting, and child development theories.

Develop and practice effective parenting, caregiving, and decision-making skills.

Utilize self-reflection to examine typical caregiver-child situations and how to cope with them.

Differentiate characteristics of typical and atypical development.

Discuss a variety of behavior management practices, including identifying the difference between discipline and punishment.

Identify community resources.

Examine, without bias, cultural differences and influences on childcare practices.

## SLOs

**Identify how to minimize the risk of potential age-specific safety hazards.**

Expected Outcome Performance: 70.0

*ILOs* Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.  
Core ILOs

*PARED* Examine and apply principles of effective parenting and child development within their own families.  
Core  
PLOs

**Explain age-specific developmental characteristics.**

Expected Outcome Performance: 70.0

*ILOs* Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.  
Core ILOs

*PARED* Examine and apply principles of effective parenting and child development within their own families.  
Core  
PLOs

## 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****Introduction and Orientation: (1-3 hours)**

- Course orientation with emphasis on valuing diverse parenting approaches
- Philosophy, goals, and objectives
- Class organization
- Supervision and safety on campus
- Class Assistant's duties and responsibilities
- Values and uses of various equipment, materials, and library books
- Introduction to the student association (GCPEA)
- Responsibilities of participation in the class
- Observation and recording
- Observing as a method of inquiry
- Types of recording worksheets
- Evaluation and use of Observation Records

**Principles of Child Growth and Development: (3-10 hours)**

- Characteristics of children in specific age groups
- Temperament and individual differences
- Interrelation of developmental factors
- Cultural variations in developmental milestones and expectations
- Physical development
- Emotional development
- Identification of feelings
- Development of empathy
- Attachment and bonding
- Fears and anxieties
- Social development
- Cognitive development
- Screen time
- Caregiver's/parent's role in facilitating learning experiences
- Overview of child development theories
- How theory affects child rearing practice

**Dynamics of Family Interaction: (1-2 hours)**

- Myths and realities of parenthood
  - Different cultural models of family structure
- Adjusting to parenthood
- Stages of parent development

- Changing family patterns
- Family relations
- Navigating multicultural identities

#### **Discipline and Setting Limits: (3 -5 hours)**

- Definition of discipline vs. punishment
- Purpose and consistency
- Caregiver and parent attitudes and historical and cultural influences
- Adapting discipline strategies for children with different needs
- Age-appropriate techniques
- Sleep Issues
- Definition, recognition, and prevention of child abuse/domestic violence
- Cultural approaches and perspectives to behavior management

#### **Dealing with Life Events: (1-5 hours)**

- Birth, reproduction, sexuality
- Effect of serious illness, death, grief, and loss on family and child development
- Divorce, single parenting, remarriage, and blended families
- Employment issues (returning to work/job loss)
- Cultural perspectives on work-life balance
- Evaluating childcare options

#### **Health and Nutrition: (1-4 hours)**

- Childhood illness/immunizations
- Promotion of health and hygiene
- Cultural food practices, nutrition, and eating behaviors within diverse families
- Mental health
- Community resources for healthy families

#### **Safety: (2-3 hours)**

- Home and community safety
- Automobile safety
- Accident and Poison Prevention
- Disaster preparedness
- Accessibility considerations for all families

**Total Hours = 12-32**

### **Additional Information**

#### **Repeatability**

Repeatable

#### **Justification (if repeatable was chosen above)**

Non-credit courses

**Is it possible this course will have a material fee?**

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Fall/Winter/Spring/Summer

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