

San Bernardino Valley College
Course Outline
Child Development 185
Infant/Toddler Growth and Development

I. CATALOG DESCRIPTION:

CD –185: Infant/Toddler Growth and Development

3 hours lecture = 3 units

This course is designed for infant caregivers; this course explores the developmental sensory, cognitive and emotional development of children from birth to age three. This course fulfills licensing requirements for Infant Center personnel and includes record keeping, parent issues and development of services, and daily plan of activities. (Formerly CD 180)

Prerequisite: None

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Recognize typical patterns of physical, cognitive, social, emotional and language development in human infants and toddlers
- B. Compare environmental characteristics of child care settings for infants and toddlers and recognize features of high quality care
- C. Evaluate current theories and methods of infant and toddler care
- D. Construct developmentally appropriate play materials for infants and toddlers in child care settings
- E. Analyze social and emotional issues related to temperament, attachment and play in infant and toddler settings
- F. Interpret the connection between daily routines and curriculum for infants and toddlers in the child care settings
- G. Analyze current California regulations related to health and safety in infant and toddler care settings from the Title 22 Community Care licensing code
- H. Identify resources for families of infant and toddlers in the community
- I. Apply principles of effective communication techniques with parents about their children by constructing a daily communication log
- J. Write an Infant Needs And Service Plan

IV. CONTENT:

- A. Introduction
 1. History of infant/toddler care
 2. Theories of infant/toddler care
 3. Current practices in infant/toddler care
- B. Infant-Toddler Education
 1. Defining infant/toddler education
 2. The whole child
 3. Clarifying misconceptions of infant/toddler education
- C. Care giving as Curriculum
 1. Routines: feeding, diapering, napping
 2. The responsive process: watch, ask, adapt

- D. Play as Curriculum
 - 1. Adult roles and child roles
 - 2. Environment influences
- E. The development of attachment
- F. The development of perception
- G. The development of motor skills
- H. The development of cognition
- I. The development of language
- J. The development of emotions
- K. The development of social skills
- L. Physical Environment
 - 1. Room arrangement
 - 2. Health and safety
 - 3. Licensing regulations
 - a. Title 5
 - b. Title 22
- M. Social Environment
- N. Infants and toddlers with special needs
- O. Adult relations: parent and staff
 - 1. Communication
 - 2. Infants needs and service plan

V. METHODS OF INSTRUCTION:

- A. Methods of instruction will include the following components:
 - 1. Weekly lecture time with a percentage of this time devoted to student participation and discussion
 - 2. Assignments that require reading of course materials outside of regular class time
 - 3. Completion of assignments that involve the use of writing skills
- B. Methods of instruction may include any or all of the following components as well:
 - 1. Presentations
 - 2. Use of audio-visual aids
 - 3. Use of props
 - 4. Use of role-playing
 - 5. Field trips
 - 6. Computer-aided instruction

VI. TYPICAL ASSIGNMENTS:

- A. Write a paper comparing two separate infant center environments after observations in each, using the Program Quality Instrument as a measure of high quality care.
- B. Write a research report on a topic related to infant and toddler development and make an oral presentation to the class.
- C. Read and analyze the Infant section of Title 22, Community Care Licensing regulations for the State of California. Compare the health and safety practices in the licensing regulations with current practices and cultural aspects of infant care giving.
- D. Write an in-class assignment related to a video or lecture topic. Example: After a video on cognitive development in infancy, you will play with infant toys, then write descriptions of the cognitive learning that takes place as infants/toddlers play with the toys in the following areas: Learning schemes, cause and effects, use of tools, object permanence, and understanding space and imitation.

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- E. Write a community resource paper related to the needs of families with infants and toddlers.
- F. Write an infant needs and service plan.

VII. EVALUATION(S):

- A. Methods of evaluation will consist of components that demonstrate the student's proficiency in course objectives. These include
 - 1. Written tests in the form of:
 - a. Question/answer tests
 - b. Essay tests
Example: Describe a diapering routine with a mobile infant. Include caregiver behavior that promotes health and safety, provides opportunities for cognitive and social development and shows respect for the child.
 - c. Evaluation of research and/or term papers
 - d. Final examinations
 - 2. Other methods may include:
 - a. True/false tests
 - b. Matching item tests
 - c. Multiple choice tests
 - d. Special projects
 - e. On-site teacher evaluations
- B. Frequency of Evaluation
 - 1. Weekly assignments
 - 2. Monthly unit exams
 - 3. One midterm
 - 4. One final exam

VIII. TYPICAL TEXTS:

Gonzales-Mena, Janet and Dianne Widmeyer Eyer, Infant, Toddlers and Caregivers, Fourth Edition, Mayfield, 1997

The Program for Infant and Toddler Caregivers: Infant/Toddler Caregiving, Current Edition, West Ed and The California Department of Education, 1998

Weiser, Margaret G., Infant/Toddler Care and Education, Current Edition, Delmar, 1998

IX. OTHER SUPPLIES REQUIRED OF STUDENT: None