

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 175**COURSE TITLE:** Infant-Toddler Growth and Development**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course examines typical and atypical physical, social, emotional, and intellectual growth of the infant and toddler. The selection and maintenance of appropriate play materials and equipment for indoor and outdoor environments is discussed. Appropriate observations and visitations to the community are required. This course meets State of California Title 22 licensing regulations for teachers in infant toddler settings, and is beneficial for parents. This course fulfills the specialization requirement for State of California Master Teacher Permit when taken in addition to CHIL 176 (FT).

REQUISITES:**Advisory:**

ENGL 049 with a grade of "C" or better, or equivalent or Assessment Skill Level W5
&
ENGL 048 with a grade of "C" or better, or equivalent or Assessment Skill Level R5

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Describe principles of typical and atypical infant/ toddler growth and development.
2. Explain the interpersonal relationships between infant, toddlers, caregivers and parents.
3. Evaluate home, school, and community learning environments for infants and toddlers.
4. Describe and evaluate basic health and safety practices in various settings for infant/toddler care.
5. Discuss diversity issues in parenting and caregiving.
6. Observe, record, and evaluate infant/toddler behaviors in home and school environments.
7. Examine developmental theories and their application to the infant and toddler.
8. Explain state legal requirements of infant/toddler programs.

SECTION II**1. COURSE OUTLINE AND SCOPE:**

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Growth and Development of the Infant
 - A. Prenatal
 - B. Physical
 - C. Social/Emotional
 - D. Cognitive
 - E. Atypical Development
- II. Interpersonal Relationships
 - A. Child
 - B. Caregivers
 - C. Parents
 - D. Diversity issues
- III. Infant/Toddler Environments
 - A. Home
 - B. School
 - C. Community
- IV. Health and Safety
 - A. Prevention of illness
 - B. Signs of illness
 - C. Accidents
 - D. Nutrition
- V. Materials and Equipment
 - A. Selection
 - B. Maintenance
- VI. State and Legal Requirements
 - A. Staffing
 - B. Administration
 - C. Health and Safety
 - D. Needs and Services Plan
 - E. Record keeping
- VII. Observation and Assessment
 - A. Techniques of observation
 - B. Developmental assessment
- VIII. Diversity Issues
 - A. Parent goals
 - B. Caregiver practices
 - C. Communication skills

B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. Assigned textbooks.
- II. 2. Professional books or treatises.
- III. 3. Title 22 licensing regulations.
- IV. 4. Professional journals such as *Young Children*, *Zero to Three*, and *Child Development*.
- V. 5. Professional newsletters and bulletins such as those from Resources for Infant Educators, Childcare Resource Service, Child Care Food Program.
- VI. 6. Daily newspaper articles and internet reports addressing infant development and care, health, genetics, nutrition, safety, and family development.

C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Application of infant/toddler growth and development theory to evaluate community infant toddler programs, and parenting practices.
- II. 2. Use of Title 22 regulations to evaluate the legalities of actual infant /toddler group care practices.
- III. 3. Comparisons of parenting practices from diverse cultural groups with common group care

practices.

IV. 4. Development of caregiver strategies that show respect for cultural diversity while meeting regulations and professional ethics.

V. 5. Observe infants and toddlers and analyze behavior in the context of developmental theories.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. 1. Analysis of actual practices in the community that affect the lives of infants, toddlers, their caregivers, parents and families.

II. 2. Infant/toddler program visits

III. 3. Infant/toddler observations

IV. 4. Library and electronic research

V. 5. Viewing assigned/recommended media material

VI. 6. Attending infant/toddler caregiving lectures, trainings, and conferences

VII. 7. Critiques and position papers

VIII. 8. Job shadowing

E. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. 1. application of infant/toddler developmental theory and Title 22 regulations to actual situations that occur in infant/toddler group care development.

II. 2. Written observations, assessments, and evaluations

III. 3. Short essays addressing course topics

IV. 4. Scenario critiques

V. 5. Philosophy statements

VI. 6. Article reviews and analyses

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. In class objective examinations that test for characteristics of infant toddler development, and Title 22 regulations. In class essay examinations and quizzes that test ability to use theory and apply it to actual situations found in group care. Out-of-class writing assignments

II. take home exams

III. semester projects

IV. philosophy statements

V. observations Supplementary Activities

VI. Individual program visits

VII. Group field trips

VIII. Job shadowing Attendance and participation

IX. in class group activities involving scenario analysis

X. role playing activities

XI. on-line internet research

XII. oral presentations on a variety of course topics

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Other (Specify)

* Lecture

* Distance Education

* 1. Visual/media aids

* 2. Group discussions and problem solving of caregiving practice scenarios

- * 3. Small group activities
- * 4. Guest speakers
- * 5. Field trips and observations

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Chamberlain, D. THE MIND OF YOUR NEWBORN BABY, North Atlantic Books, 1998, ISBN: 155643264X
2. DeLoache, J & Gottlieb, A. A World of Babies: Imagined Childcare Guides for Seven Societies, 1st ed. Cambridge University, 2000, ISBN: 0521664756
3. Douville-Watson, Watson, A & Watson, L. Infants and Toddlers Curriculum & Teaching, 5th ed. Thompson, 2003, ISBN: 0766842843
4. FREE-PR. EMOTIONAL LIFE OF TODDLER, 1 ed. LIEBERMAN, ISBN: 0028740173
5. Far West Laboratories & CA Dept. of Education. A Guide to Cognitive Development and Learning, 1st ed. CA State Dept. of Ed, 1995, ISBN: 0801110556
6. Far West Laboratories & CA State Dept. of Ed. A Guide to Social Emotional Growth and Socialization, 1st ed. CA Dept of Education, 1990, ISBN: 0801108764
7. MAYFIELD. MULTICULTURAL ISSUES IN CHILD CARE, 3 ed. GONZALEZ-MENA, 2001, ISBN: 0767416856
8. MAYFIELD. INFANTS, TODDLERS & CAREGIVERS, 4 ed. GONZALEZ-MENA, ISBN: 1559347023

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Berta Harris

CO-CONTRIBUTOR(S)

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