Modesto Junior College  
Course Outline of Record  
CLDDV 125

I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**CLDDV 125 Infant and Toddler Development and Care**  
3 Units

**Prerequisite:** Satisfactory completion of CLDDV 103 or CLDDV 104 and CLDDV 105.  
**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL 50.

Infant and toddler developmental milestones and practices for stimulation and learning. Exploration and assessment of the infant and toddler curriculum and environment, family involvement, educational theory, and recent brain research concerning the first three years of life. Health, safety, nutrition, aspects of group care, and the review of Department of Social Services Regulation compliance in infant and toddler programs.

Field trips might be required.  (A-F or P/NP - Student choice) Lecture

**Transfer:** (CSU)

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**
   
a. Infants and Toddlers Developmental Stages

   i. The Neonatal Period, atypical prenatal development (Early Intervention Core Competency, EICC)

   ii. The Newborn

   iii. Physical & Motor Development

   iv. Perceptual & Cognitive Development

   v. Language Development

   vi. Social & Emotional / Temperament Development

   vii. Attachment and Bonding

   viii. Atypical Development (EICC)

   ix. Risk Factors (EICC)

   x. Infant behaviors which indicate stress/disorganization (EICC)

b. Brain Development

   i. Physiological and Psychological Factors

   ii. Environments Affecting Early Development
iii. Quality Environments Conducive to Optimal Brain Development
iv. The Role of the Parent in Growth and Development
v. Current Research
vi. Atypical Brain Development (EICC)
vii. Sensory and neurological function and dysfunction (EICC)

c. Types of Observations and Documentation to Support the Curriculum (m.c.)
i. Writing Narrative Observation Reports (Running Records and Anecdotal Notes)
ii. Components of Objective Documentation
iii. Using Observations to Create the Curriculum
iv. Adapting infant/toddler curriculum for disabilities and special needs (EICC)

d. Critical Issues (m.c.)
i. Prenatal and Postnatal, Biological and Environmental Factors
ii. Nutrition and Health Issues (m.c.)
iii. Parent & Infant Relationships (m.c.)
iv. Emotional and Social Development & Temperament Traits, Impact of Family Diversity (m.c.)
v. Variations Among Cultural Child Rearing Practices (m.c.)
vi. Support for Home Language (m.c.)
 vii. Disabilities and Special Needs

e. Group Care of Infants and Toddlers
i. Goals of Programs and the Societal Impact (m.c.)
ii. Resources for Infant Educators (R.I.E) Approach and the Principles of Caregiving
iii. Relationships with the Family/Respecting Cultural Differences (m.c.)
iv. Curriculum and Environment (m.c.)
v. California Department of Social Services Regulations (m.c.)
vi. Resources that Support Infant and Toddler Educators and Parents
   a. Program for Infant and Toddler Care (PITC)
   b. Resources for Infant Educators (R.I.E. Approach)
   c. Zero to Three
   d. Early Head Start Performance Standards

f. Overview/Introduction to Early Intervention System of Service Delivery (EICC)
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of CLDDV 103 or CLDDV 104 and CLDDV 105.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL 50.

3. **Requisite Skills**

   **Before entering the course, the student will be able to:**

   a. **Word use:** 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

   b. **Sentence composition:** 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

   c. **Writing process:** 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

   d. **Comment and analyze reading selections in directed class discussion.**

   e. **Define development and describe the typical child development milestones of children birth to five years of age and identify the strengths and special needs of the child in the context of his/her family (Early Intervention Core Competency.)**

   f. **Interpret the needs of infants, young children, and adolescents and propose implications for adult responses.**

   g. **Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment (CAP).**

C. **HOURS AND UNITS**

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**Division:** Family & Consumer Sciences

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Class discussions including small and large group discussions, which promote critical thinking.
2. Field Trips (maybe) neonatal hospital unit (determined at the section level by the instructor.)
3. Group Activities
4. Guest Speakers
5. Lecture
6. Media, Videos, Internet
7. Multiple choice and/or essay quizzes and examinations
8. Assigned readings
9. Written in-class and out-of-class homework assignments that require synthesis of content including advocacy letter writing, community resources in and around Stanislaus county, NAEYC position statement.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Three Individual Plans (Young Infant, Mobile Infant, and Older Infant) (3 per term)
   b. Selection of appropriate toys for the three age groups (3 per term)
   c. Evaluation of activities for each stage (3 per term)
   d. Video logs (12) weekly
   e. Design a brochure to explain the three stages of development and their primary issues to parents (1 per term)
   f. Group Presentation: Design a parent workshop that explains the importance of routines (1 per term)
   g. Exams (3 per term)

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   a. Three Individual Plans (Young Infant, Mobile Infant, and Older Infant)
      i. Documentation and analysis of infant and toddler.
      ii. Synthesis of the information into a plan of action.
   b. Selection of appropriate toys for the three age groups.
   c. Evaluation of activities for each stage.
   d. Video logs (PITC Videos, The Secret Life of the Brain Section 1, 10 Things Every Child Needs, Guidance of Behavior for Infant and Toddlers and other infant and toddler videos.)
i. Summary

ii. Reflection

e. Design a brochure to explain the three stages of development and their primary issues to parents.

f. Group Presentation: Design a parent workshop that explains the importance of routines.

i. Diapering/Toileting

ii. Greeting/Departure

iii. Mealtime

iv. Bottle and Breastfeeding

v. Napping

vi. Dressing and Bathing

g. Exams

i. Explain the influence of infant/toddler development on subsequent stages of development especially early childhood.

ii. Identify physical, cognitive, language, and social changes from prenatal through toddlerhood, birth to 36 months.

iii. Describe the influence of early care and education programs on young children.

iv. Identify modern day problems in infancy (FAS, Drug Addiction) that influences the development of young children.

v. Identify other environmental influences on development.

vi. Identify biological/genetic factors that influence development, and explain their relative importance in development of the domains.

vii. Describe the two narrative documentation formats used in this course (running record and anecdotal) and explain why each is important during this stage.

viii. Discuss the various requirements mandated by the state to promote optimal development, health, and safety of infant and toddlers.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

*As a result of satisfactory completion of this course, the student should be prepared to:*

- develop the knowledge and competencies to understand the developing infant and toddler and provide care and education that promotes the most desirable development and learning for infant and toddlers, birth to 36 months.
B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Identify the developmental stage and abilities of infants and toddlers in the first three years of life.
   
   b. Practice writing objective observations, analyze observations, and design individual plans based on observations of infants’ and toddlers’ typical and atypical behavior. (Early Intervention Core Competency, EICC)
   
   c. Analyze issues of infants and toddler group care and other environmental settings.
   
   d. Interpret current research impacting infant and toddlers.
   
   e. Explain brain development research and the physiology of the brain, typical and atypical. (EICC)
   
   f. Compare and contrast the Resources for Infant Educarers (R.I.E.) approach and methodology to own personal beliefs in caring for infants and toddlers.
   
   g. Describe the Principles of Caregiving
   
   h. Describe state regulations that pertain to the health, safety, and routines of infant and toddlers.
   
   i. List infant and toddler resources available to teachers and parents
   
   j. Describe the typical child development milestones of children birth to three years of age and identify the strengths and special needs of the child in the context of his/her family. (Early Intervention Core Competency - EI.)
   
   k. Discuss and recognize basic health issues and conditions, which promote optimal health and safety as well as identify and problem solve aspects of a program that would impede the optimal growth and development of children. (EI)
   
   l. Analyze and explain the purpose of early intervention services and the role of the early interventionist in working with the family and caregivers. (EICC)

2. Recommended Learning Goals
Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. Discuss the routines and environment of an intensive care and neonatal unit.
   
   b. Compare and contrast the group care environment that support early brain development.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

   1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, guest speakers, lecture, text, and audio-visual media.
   
   2. Written in-class and outside-of-class homework assignments including observations and assessment, NAEYC position statement, developmentally appropriate environments for infants and toddlers, design brochure and portfolios.

B. SUMMATIVE ASSESSMENT
1. Group Presentation/Importance of Routines
2. Philosophy Statement/supporting information from course and references
3. Multiple choice and/or essay for mid-term and final examination.
4. Research Paper