Child Development 106  
**Infant/Toddler Curriculum**

3 units; 3 hours lecture  
Prerequisite: Child Development 103 with a minimum grade of C  
Credit, degree applicable Transfer CSU

In this course students will study the principles of inclusive and respectful care giving for infants and toddlers in relation to curriculum development and design. Methods of study will include typical and atypical development of infants/toddlers, current brain research, issues relating to health and safety, licensing requirements, observation techniques, and assessment strategies in order to develop appropriate learning settings for young children. Topics will include communicating with parents, implementing home visits, and developing early intervention plans. Students will be required to conduct an observation in a licensed infant/toddler program.

**Course Objectives:**

1. Define principles and give concrete examples of respectful infant/toddler care giving including when to intervene and when not to intervene.
2. Discuss current research on brain development in infancy and its effects on the developmental domains.
3. Describe different methods of observation of infants/toddlers in caregiving settings and analyze the data collected.
4. Define theoretical frameworks for infant/toddler development.
5. Describe the characteristics and sequences of typical and atypical infant/toddler development in the physical, cognitive, and emotional domains.
6. Describe the elements of inclusive, respectful, and culturally sensitive communications with families as they relate to home visits.
7. Compare and contrast characteristics of different types of care giving program models including home-based, family childcare, and center care.
8. Use a variety of assessment tools for rating program quality.
9. Define the characteristics of a developmentally appropriate environment and curriculum for both developing infants and toddlers.
10. Construct curriculum plans based on relationships and infant/toddler caregiving strategies.
11. Utilize the Infant/Toddler Environment Rating Scale (ITERS) to evaluate an infant/toddler care-giving setting.

**Student Learning Outcomes:**

**SLO#1 Learning Activities** - Create developmentally appropriate learning activities in a variety of curriculum areas and articulate the ways in which these activities meet the developmental needs of all infants and toddlers.

**SLO#2 Multiple Influences** - Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.

**SLO#3 Environments** - Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.
ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf

Student Rights and Grievances Procedure 5530

http://www.elcamino.edu/administration/board/policies.asp