



School of Behavioral and Social Sciences

**Special Study- Infant & Toddler
Development (CHD3003)**

3 units

Summer 2026 Quad 1 (May 11- June 12)

Meeting days: TBD, May 6th-June 7th

Instructor title and name: Professor Kellye Carroll

Meeting times: TBD

Phone: 619-517-1272 (cell)

**Meeting location: Synchronous on
Zoom or in-person at fieldwork site**

E-mail: kcarroll@pointloma.edu

**Final Exam: Asynchronous on Canvas
during Week 5 (due June 12th)**

**Office location and hours: Sign up for office hours
(either Zoom or in person) using my Calendly page:
<http://calendly.com/kcarroll-plnu>**

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

The study of the process of prenatal, infant and toddler growth and development which will include: exploration of the impact of culture, atypical behavior and development, socialization techniques, interpersonal relationships of infant-toddler and caregivers, suitable environments for health and safety, and legal requirements for infant-toddler care. Classroom lecture and course readings are supplemented by required observation and field experience. Offered alternate years.

Prerequisite(s): CHD 1020 or CHD 1050

COURSE LEARNING OUTCOMES

1. Define developmental patterns from birth to 36 months.
2. Examine and discuss the adult's role in fostering development in all domains: cognitive, social, emotional, and physical.
3. Plan suitable learning environments for infants and toddlers.
4. Investigate current research regarding care and development of infants and toddlers.

5. Examine the impact of prenatal development and birthing on the future development of the infant and toddler.
6. Analyze what are developmentally appropriate concepts, activities, materials and resources as related to infant and toddler development. Observe, record, and assess the behaviors for infants and toddlers.
7. Examine research on brain development and its implications for infants.
8. Describe guidance and socialization techniques for optimal development of the infant and toddler.
9. Examine the impact of culture on the developing infant and toddler.
10. Evaluate the effects of society and culture upon family microsystems, family types, and subsequent macrosystems with which they co-exist. Examine basic health and safety practices in various settings for infant-toddler care.
11. Identify career paths within the child and adolescent professions. Examine the local and state legal requirements of infant-toddler programs and facilities.
12. To critique original work on advice to parents, determining whether it is good, sound child development or not.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Gonzalez-Mena, J and Eyer, D. Infants, Toddlers, and Caregivers. 12th Edition, 2020.

Student will be assigned one of the following books:

Blakemore, C. and Ramirez, B. Baby Read Aloud Basics, 2006.
 Bronson, P. & Merryman, A. NurtureShock: New Thinking About Children, 2011
 DeBenedet, A. The Art of Roughhousing, 2010
 Ezzo, G. & Buckman, R. On Becoming Babywise, 2006
 Gerhardt, S. Why Love Matters: How affection shapes a baby's brain, 2014
 Harwood, E. (2024) Raising Securely Attached Kids: Using Connection-Focused Parenting to Create Confidence
 Hirsh-Pasek, K. & Golinkoff, R. Einstein Never Used Flash Cards, 2003
 Karp, H. The Happiest Toddler on the Block
 Kirshenbaum, G. (2023) The Nurture Revolution: Grow your Baby's Brain and Transform their Mental Health through the Art of Nurtured Parenting
 Mann, J. Superbaby, 2010
 Medina, J. Brain Rules for Baby
 Plooij X., Plooij, F. & Van de Rijlt, H. (2019) The Wonder Weeks: A Stress-Free Guide to Your Baby's Behavior
 Schilling, L. & Peterson, W. (2017) Born to Eat: Whole, Healthy Foods from Baby's First Bite

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 5 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Participation in lectures, discussions, groups, etc.	39
Reading Assignments	22.5
Written Assignments	17
Other Assignments & Learning Activities	22.5
Quizzes, Surveys	11.25
Total Hours	112.5

REPORT/PROJECT GUIDELINES

Field Participation:

All students are required to participate for 10 hours in a community infant and toddler program. The instructor (to the best of her ability) will help place the students in a center or school that meets the needs and interest of the student. Supervisory teachers are required to fill out a student evaluation form upon completion of 10 hours. The hours should be spread out and done on a week to week basis. Environmental Chart write-up and quality infant-toddler program (appendix A and B in textbook) to be done at your center as part of your final exam.

Oral Presentation of Baby Read Aloud Basics Stages 1-6:

Each student will be assigned a stage to report to the professor on developmental strategies to be used in this stage of development. In this presentation the student needs to demonstrate practical application by videotaping and showing how you implemented these strategies with an infant or a toddler. It is encouraged to bring visuals and copies of any examples of literature to be used.

Presentation will occur during Week 4 (June 1st-5th)

Presentation Options

Chapter/Stage
Stage 1: The Listener (Birth to Two Months) <i>Chapter 3</i>
Stage 2: The Observer (Two to Four Months) <i>Chapter 4</i>
Stage 3: The Cooper (Four to Eight Months) <i>Chapter 5</i>
Stage 4: The Babbling (Eight to Twelve Months) <i>Chapter 6</i>
Stage 5: The Word Maker (Twelve to Eighteen Months) <i>Chapter 7</i>

Stage 6: The Phrase Maker (Eighteen to Twenty-Four Months)
Chapter 8

Final Summary/Critique of a Parenting Book Paper:

Each student will be assigned a current Parenting Book (* See Supplemental Texts). The teams will be formed around these books, so each team will be reading a unique book. The student will read and evaluate the developmental information that is presented to parents and respond with two reading reflections (due in Week 8 and Week 14).

Next, the student will write a 4 to 6 page typed written report in APA format. It is expected that both the team Google slide presentation and the written report will present the advice that is given to parents. Each student is then asked to give their own reflection as to the validity of the advice. More detailed guidelines for the paper can be found on Canvas under the "assignments" tab. Due by the end of Week 5.

60 points total

Unit Exams

Three unit exams will be given. Exams will occur online. These exams are open book/open note and will feature multiple choice and essay questions that will require a higher level of critical thinking and synthesis. Study guides will be provided via Canvas.

Exam dates:

Exam 1: Due Friday, May 22nd (Chapters 1-4)

Exam 2: Due Friday, May 29th (Chapters 5-7)

Exam 3: Due Friday, June 5th (Chapters 8-12)

Total points for all unit exams: 210

Final Exam:

100 points

Option 1: Environmental chart write-up of infant-toddler program (appendix A & B in textbook).

Option 2: DRDP write up of a child between the ages of 3 months and 24 months.

Due Friday, June 12th

ASSESSMENT AND GRADING

Assignment distribution by points:

- Fieldwork **100 points**
- Oral Presentation of Baby Read Aloud Basics Stages 1-6 **50 points**
- Summary/Critique of a Parenting Book
 - Written Report (individual) **60 points**
 - Reading group reflections (**2 @ 15 points each**) **30 points**
- Section Exams 3 @ 70 points each total **210 points**

- Synchronous/in-person class attendance (20 points each session) **100 points**

Total Points Possible 550

Student grades will be posted in the Canvas grade book no later than midnight on Monday of each week beginning in Week Two of this course. It is important to read the rubric and/or comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

ASSIGNMENTS AT-A-GLANCE

The table below lists our reading assignments and exam dates:

Week #	Reading assignment/exam	Due date
1 (May 11-15)	Acquire textbook & supplemental book, read Chapters 1&2, synchronous meeting TBD	n/a
2 (May 18-22)	Read Chapters 3&4, synchronous meeting tbd	Exam 1 due Friday 5/22, Reading group reflection #1 due Friday, 5/22
3 (May 25-29)	Read Chapters 5-7, synchronous meeting tbd	Exam 2 due Friday 5/29, Reading group reflection #2 due Friday, 5/29
4 (June 1-5)	Read Chapters 8-12, synchronous meeting tbd	Exam 3 due 6/5, Baby Read Aloud Presentation during synchronous meeting
5 (June 8-12)	Final project work, finish up supplemental book, synchronous meeting tbd	Final Book Critique + Fieldwork Log due Friday, 6/12