

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

CHILD DEVELOPMENT 124 – INFANT AND TODDLER DEVELOPMENT

3 hours lecture, 3 units

Catalog Description

Study of infants and toddlers, ages 0-3, focusing on the development of social-emotional, cognitive, language, and motor domains including variations due to linguistic, cultural, socioeconomic, and special needs. Emphasis is on development as it relates to care in a group setting. Theories and current issues related to group care and appropriate methods of guidance and socialization are examined. Focuses on the importance of the cultural context as it relates to meeting individual needs and building positive relationships with both child and family.

Prerequisite

None

Course Content

- 1) Identify the major developmental theories including those of Piaget, Erikson, Freud, Vygotsky, Watson, and Bronfenbrenner related to children ages 0-3 and apply them in practical exercise
- 2) Techniques for effective observation of young children in a group setting
- 3) Current research related to the importance of positive early experiences to brain development
- 4) Social-emotional development with an emphasis on attachment, building positive relationships, and differences based on temperament
- 5) Developmentally appropriate practices for positive socialization and discipline of children ages 0-3
- 6) Cognitive development with an emphasis on how young children learn through hands-on experiences and opportunities for exploration and investigation
- 7) Motor development with an emphasis on milestones, and facilitating development through providing appropriate experiences in a safe, healthy environment
- 8) Health, safety and nutrition as they apply to the care of children ages 0-3 in a group setting
- 9) Linguistic, cultural, socioeconomic, and special needs of different families and infants
- 10) Recognizing variations in development, making referrals, gathering information from observation, communication with parents, and adapting caregiving to meet individual needs

Course Objectives

Students will be able to:

- 1) Identify and compare the major developmental theories related to children ages 0-3 and apply them in practical exercises.
- 2) Observe, document and analyze behaviors of infants and toddlers in a group setting to support a deeper understanding of the development and behavior of young children.
- 3) Examine and apply the latest research to the impact of environment and relationships on brain development.
- 4) Examine early development in social-emotional, cognitive, language and motor domains and evaluate how development can appropriately be enhanced.
- 5) Describe the importance of and formulate strategies for promoting health, safety and nutrition in the care of children ages 0-3 in a group setting.
- 6) Identify and interpret diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written observations of infants and toddlers that require students to analyze and apply major developmental theories, research on brain development, and interpretation of diverse needs to specific children and settings.
- 2) Small group activities and tasks that require students to examine, discuss and incorporate the domains of child development and strategies for promoting the health, safety and nutrition in group care settings for infants and toddlers.
- 3) Quizzes and exams that measure students' ability to identify and apply major theories, interpret diverse needs of infants and toddlers, and incorporate research on child development and behavior, including brain development, in strategizing how development can be appropriately enhanced.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom with moveable furniture

Method of Instruction

- 1) Lecture and discussion
- 2) Directed observations of infants
- 3) Small group tasks and activities

Out-of-Class Assignments

- 1) Reading assignments
- 2) Written assignments that involve research, reflection, and application of course materials
- 3) Observations of infants and toddlers

Texts and References

- 1) Required (representative example): Wittmer, Donna and Sandra Peterson. *Infant and Toddler Development and Responsive Program Planning*. 4th edition. Pearson, 2017.
- 2) Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Infant developmental stages.
- 2) Importance of adult/infant-toddler relationships.
- 3) Environmental factors that enhance healthy and positive infant/toddler development.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Observe, identify, and document the developmental milestones in infants and toddlers.
- 2) Compare and contrast the theories and philosophies of infant-toddler development.
- 3) Describe the diverse needs of infants and toddlers, including linguistic, cultural, socioeconomic and special needs.