GROSSMONT COLLEGE

 COURSE OUTLINE OF RECORD

 Curriculum Committee Approval: 04/26/2022

 GCCCD Governing Board Approval: 06/14/2022

CHILD DEVELOPMENT 124 – INFANT AND TODDLER DEVELOPMENT

 1. Course Number Course Title Semester Units

 CD 124 Infant and Toddler Development 3

 Semester Hours

 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

 2. Course Prerequisites

None

Corequisites

None

 Recommended Preparation

 None

 3. Catalog Description

This course is a study of infants and toddlers, ages 0-3, which focuses on development in 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 are examined as well as appropriate methods of guidance and socialization. A strong focus is placed on the importance of the cultural context as it relates to meeting individual needs and building positive relationships with both child and family.

 4. Course Objectives

 The student will:

 a. Identify the major developmental theories related to children ages 0-3 and apply them in practical exercise.

 b. Acquire observational skills that support a deeper understanding of the development and behavior of young children.

 c. Examine the latest research and compare the impact of environment and relationships on brain development.

 d. Examine early development in social-emotional, cognitive, language and motor domains and evaluate how development can appropriately be enhanced.

 e. Demonstrate an understanding of the importance of health, safety, and nutrition as it is applied to the care of children ages 0-3 in a group setting.

f. Identify and interpret diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs.

 5. Instructional Facilities

 a. Standard classroom

 b. Child Development Center available for observations.

 6. Special Materials Required of Student

 None

7. Course Content

1. Identify the major developmental theories including those of Piaget, Erickson, Freud, Vygotsky, Watson,

 and Bronfenbrenner related to children ages 0-3 and apply them in practical exercise.

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

 8. Method of Instruction

 a. Lecture/discussion.

 b. Group work.

 c. Demonstration.

 d. Observation of children in a classroom setting.

 e. Multimedia presentations.

 9. Methods of Evaluating Student Performance

 a. Individual written assignments.

 b. Group assignments and projects.

 c. Individual projects.

 d. Exams including written final.

10. Outside Class Assignments

 a. Reading. Supplemental resources include current articles, publications, etc.

 b. Written assignments. It may include examining the impact of racism, gender, age, disability, language, socioeconomics, or immigration using an interview process.

 c. Observations. It may be places in public settings or child care settings like the Lab on campus

 d. Group meetings. Attend local professional membership gatherings with guest speakers etc.

11. Representative Texts

 a. Representative Text(s):

 Wittmer, Donna and Sandra Peterson. *Infant and Toddler Development and Responsive Program Planning*, Pearson Merrill Prentice Hall, 2018.

 b. Supplementary texts and workbooks:

 None

 Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Identify the major developmental theories related to children ages 0-3 and apply them in practical exercise.
2. Observe, document and analyze behavior of infants and toddlers in a group care setting.
3. Examine current research.
4. Compare the impact of environment and relationships on brain development.
5. Examine early development in social-emotional, cognitive, language and motor domains
6. Compare theories and practices for the support of health development in infants and toddlers.
7. Formulate strategies for promoting the health, safety, and nutrition of children ages 0-3 in a group setting.
8. Through personal reflection and comparison to your own life, Identify and interpret diverse needs of infants and toddlers and their families including linguistic, cultural, socioeconomic and special needs.