



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	CDEV
Course Number:	106
Descriptive Title:	Care and Education for Infants and Toddlers
Division:	Behavioral and Social Sciences
Department :	Child Development
Course Disciplines:	Child Development, Early Childhood Education
Catalog Description:	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. Students will apply current theory and research to the care and education of infants and toddlers in group settings as they study typical and atypical development of infants/toddlers. Essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months will be examined. Topics include current brain research, issues relating to health and safety, licensing requirements, observation techniques, assessment strategies, as well as ways to communicate with parents, implement home visits, and develop early intervention plans.
Prerequisite :	
Co-requisite:	
Recommended Preparation:	CDEV 103 Child Growth and Development AND Eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3

Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	11/19/2012
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Policies and Practices Summarize the essential policies and practices of quality infant and toddler programs.</p> <p>SLO #2 Healthy Relationships Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.</p> <p>SLO #3 Curriculum and Environments Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Discuss current research on brain development in infancy and its effects on the developmental domains. 2. Describe reciprocal communication techniques that promote brain development and healthy relationships. 3. Observe, document, analyze and reflect on the data collected in infant and toddler play and interactions to plan for care and learning. 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. 7. Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers. 8. Compare and contrast characteristics of different types of caregiving program models including home-based, family childcare, and center care.

9. Define the program policies of primary care, continuity of care, and small group size.
10. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.
11. Use a variety of assessment tools, such as the Infant/Toddler Environmental Rating Scale (ITERS) for rating program quality.
12. Define characteristics of a developmentally appropriate environment and curriculum for developing infants and toddlers.
13. Describe practices that support the unique abilities of all children birth to 36 months.
14. Construct curriculum plans based on relationships and infant/toddler caregiving strategies.
15. Design appropriate play spaces and care routines that support infant and toddler care and learning.

Major Topics:

I. Review of Infant/Toddler Developmental Domains (2 hours, lecture)

- A. Physical
- B. Cognitive
- C. Social and Emotional
- D. Typical and Atypical Development
- E. Basics of Curriculum and Planning for Developmental Domains

II. Approaches to Infant Toddler Group Caregiving (1.5 hours, lecture)

- A. Developmentally, Culturally, Linguistically Appropriate Practices
- B. Caregiving Strategies and Practices
- C. Primary Caregiving
- D. Inclusive Care

III. Teacher's Role and Responsibilities (1.5 hours, lecture)

- A. Collaboration and Interactions with Families and Professionals
- B. Guidance and Interaction
- C. Communication with Children

IV. Social and Emotional Development (3 hours, lecture)

- A. Interactions with Adults
- B. Relationships with Adults
- C. Interactions with Peers
- D. Expression of Emotion
- E. Recognition of Ability
- F. Emotion Regulation

V. Guidance for Social Behavior (3 hours, lecture)

- A. Respecting the Child
- B. Appropriate Guidance Techniques
- C. Redirection
- D. Emotional Cues
- E. Cultural Sensitivity

VI. Perceptual and Motor Development Curriculum (3 hours, lecture)

- A. Perceptual Development
- B. Gross Motor Development
- C. Fine Motor Development

VII. Physical Development Curriculum (3 hours, lecture)

- A. Physical Development and Learning
- B. Providing Opportunities for Movement

- C. Reducing Restrictive Equipment
- D. Adapting Equipment for Children with Special Needs

VIII. Language Development (3 hours, lecture)

- A. Receptive Language
- B. Expressive Language
- C. Communication Skills and Knowledge
- D. Promoting an Interest in Print

IX. Brain Development and Cognition (3 hours, lecture)

- A. Brain Development
- B. Current Brain Research
- C. Developmental Delays
- D. Early Intervention Strategies and Plans

X. Cognitive Development Curriculum (6 hours, lecture)

- A. Spatial Relationships
- B. Cause-and-Effect
- C. Problem Solving
- D. Imitation
- E. Memory
- F. Classification
- G. Exploration
- H. Symbolic Play
- I. Discovery and Expanding Play

XI. Language and Communication (6 hours, lecture)

- A. Children's Vocalizations and Gestures
- B. Singing with Children
- C. Conversations with Children
- D. Infant/Toddler Books

XII. Planning the Environment (3 hours, lecture)

- A. Materials and Equipment to Facilitate Learning
- B. Daily Routines
- C. Space and Design
- D. Aesthetics
- E. Adult Space
- F. Curriculum Planning
 - 1. Interests and Abilities
 - 2. Exploration

XIII. Observation, Assessment, and Documentation (3 hours, lecture)

- A. Natural Setting Observations
- B. Desired Results Developmental Profiles (DRDP)
- C. Developmental Progress
- D. Assessment Tools
- E. Early Identification and Intervention

XIV. Integrated Learning (3 hours, lecture)

- A. Intentional Teaching

	<p>B. Facilitating Development Across Domains C. Including Children with Special Needs</p> <p>XV. Health and Safety Issues (3 hours, lecture) A. Developing Safe Indoor and Outdoor Environments B. Feeding and Toileting C. Nutrition D. Hand Washing and Sanitization</p> <p>XVI. Regulations for Infant and Toddler Programs (3 hours, lecture) A. Delivery Systems B. Licensing Regulations C. Teacher Qualifications D. Quality Indicators</p> <p>XVII. Professional Development in Infant/Toddler Education (1 hour, lecture) A. Reducing Staff Turnover B. Professional Development C. Reflective Supervision</p> <p>XVIII. Program Development and Improvement (3 hour, lecture) A. Quality Indicators B. Self-Assessment Systems C. Family and Community Partnerships D. Infant/Toddler Environment Rating Scale (ITERS)</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	<p>Journal Article</p> <p>Read the journal article distributed in class based on a special issue in infant/toddler development. Analyze the article and write a two- to three-page paper that outlines four main points of the article. Explain how this information may be helpful to teachers of infants/toddlers. Be prepared to share your findings with your classmates in a small group discussion.</p>
Critical Thinking Assignment 1:	<p>Observation</p> <p>Conduct an observation of an infant or toddler in a care giving setting. Complete a running record of the child for a minimum of 30 minutes. In a two- to three-page paper, analyze the running record and summarize the infant or toddler's skills in the physical, social, and cognitive domains. Using the data and your summary, complete the designated portion of the Desired Results Developmental Profile (DRDP).</p>
Critical Thinking	<p>Curriculum Plan Review the developmental profile (DRDP) for an infant or toddler provided in class. Develop a five-day curriculum plan in the areas of language, perceptual motor, social, and emotional</p>

Assignment 2:	development. Explain how you would adapt this curriculum plan for an infant or toddler with special needs. This curriculum plan should be a minimum of three pages.
Other Evaluation Methods:	Class Performance, Completion, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Presentation, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	Internet Presentation/Resources
Work Outside of Class:	Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Taintor et al., Infant and Toddler Care and Development. 2022. Libretext. https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Infant_and_Toddler_Care_and_Development_(Taintor_and_LaMarr) . License CC BY-NC-SA 3.0. Mary Jane Maguire-Fong. Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins. Teachers College Press, 2015. (Discipline Standard) Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner Editors. Developmentally Appropriate Practice: Focus on Infants and Toddlers. National Association for the Education of Young Children, 2013. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	California Infant/Toddlers Learning & Development Foundations Journal articles provided by the instructor
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course	

objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	CDEV 103
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>If students have a basic understanding of infant and toddler development in relation to physical, social, cognitive, and emotional development, their success in this class will be enhanced.</p> <p>CDEV 103 - Analyze the interdependence of the cognitive, psychosocial and physical domains of development.</p> <p>CDEV 103 - Demonstrate knowledge of the physical, socioemotional, cognitive and language development of children, both typical and atypical, in major developmental stages.</p>
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	

Course Created by:	Janet Young
Date:	05/15/2012
Original Board Approval Date:	11/19/2012
Last Reviewed and/or Revised by:	Janice Jefferis
Date:	10/16/2023
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