



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

Course Acronym: CDEV  
Course Number: 107  
Descriptive Title: Infant/Toddler Development  
Division: Behavioral and Social Sciences  
Department: Child Development  
Course Disciplines: Child Development, Early Childhood Education

**Catalog Description:**

In this course, students will study infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Students will apply theoretical frameworks to interpret behavior and interactions between heredity and environment. Students will focus on the role of family, the effect of the adult-child relationship on an infant's development, practical applications of developmental theories in relation to infant/toddler group care, and the importance of demonstrating respectful and sensitive practices in relation to cultural differences in childcare settings. Topics include developmentally appropriate environments, curriculum, and state-mandated licensing regulations.

Prerequisite:

Co-requisite:

Recommended Preparation:

CDEV 103 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: Prior to July 1992

Transfer UC: No

Effective Date:

General Education: ECC

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

Student Learning Outcomes:

SLO #1 Biological and Environmental Factors

Demonstrate knowledge of biological and environmental factors that influence preconception and prenatal health and development.

SLO #2 Connecting Behaviors

Connect observed behaviors of children birth through 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.

SLO #3 Contextual Influences

Analyze the multiple contextual influences of infant/toddler development including diverse family practices and environments.

Course Objectives:

Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.

Compare current research in infant/toddler development with major theories.

Use current research to evaluate the impact of various birth practices on the newborn and family.

Describe the primary role of the family in the development of the child.

Design strategies for developing reciprocal relationships between families and caregivers.

Link neurobiological processes to infant and toddler development.

Relate developmental theory to infant and toddler development, interactions, and relationships.

Compare and contrast caregiving practices and environments that support optimal development.

Evaluate infant/toddler programs to determine their developmental appropriateness in regard to curriculum, adult-child interaction, and environment.

Analyze environmental and cultural influences on the development of infants and toddlers.

Interpret data gathered from observations of infants and toddlers to determine developmental stages based on Piaget's theory of cognitive development and Erikson's theory of psychosocial development.

Identify the characteristics and competencies of an effective caregiver.

Identify Title 22 California regulations governing infant/toddler care facilities.

Major Topics:

I. Overview of Characteristics of Infants and Toddlers (3 hours, lecture)

A. Prenatal Development and Birth

1. Preconception Influences
2. Conception
3. Prenatal Development
4. Birth

B. Developmental Domains and Processes

1. Physical Development
2. Cognitive
3. Social and Emotional
4. Brain Development
5. Major Theories (Piaget, Bowlby, Erikson)

II. Principles of Developmentally Appropriate Caregiving (6 hours, lecture)

A. Characteristics of Group Care

B. History Infant and Toddler Care

C. Influences on Development

1. Family
2. Cultural Perspectives
3. Care Settings
4. Routines and Schedules

D. State-Mandated Regulations

E. Current Research and Trends

1. Brain Development
2. Social Development

3. Influences on Growth Patterns

F. Variations in Development

G. Early Intervention

III. Physical Development (3 hours, lecture)

A. Brain Development

B. Health and Nutrition

C. Growth Patterns

IV. The Development of Perception (3 hours, lecture)

A. Infant/Toddler Education

B. Development Sequences

C. Curriculum as a Foundation

D. Observation and Assessment

E. Sensory Integration

F. Sensory Impairment

V. Cognitive Development (6 hours, lecture)

A. Piagetian Theory

1. Sensorimotor Stage

2. Preoperational Stage

B. Information Processing

C. Language Development

D. Theories of Language Development

E. Multi-Language Learning

F. Critical Periods

G. Sociocultural Influences

VI. Caregiving as Curriculum (3 hours, lecture)

A. Play As Curriculum

B. Environments

1. Evaluating Indoor and Outdoor Environments

2. Designing Indoor and Outdoor Environments

C. Interactions

D. Reciprocal Relationships

E. Caregiving Routines

VII. Attachment (3 hours, lecture)

A. Bowlby's Attachment Theory

B. Brain Research

C. How Attachments are Formed

D. Milestones of Attachment

E. How Attachment is Measured

F. Effects of Secure and Insecure Attachment

VIII. Language Development (3 hours, lecture)

A. Progression of Language Development

B. Fostering Language Development

C. Children with Special Needs

IX. Development of Motor Skills (3 hours, lecture)

A. Physical Growth and Motor Skills

B. Brain Growth and Motor Development

C. Large Motor Skills and Locomotion

D. Small Motor Skills and Manipulation

E. Children with Special Needs

X. Observations and Assessments of Infants and Toddlers (6 hours, lecture)

A. Fine and Gross Motor Skills

B. Language Development

C. Social Development

D. Cognitive Development

XI. Emotional Development (3 hours, lecture)

A. Emotions and Feelings

B. Temperament

C. Resiliency

XII. Social Development (3 hours, lecture)

A. Erikson's Stages of Psychosocial Development

B. Guidance and Discipline

C. Prosocial Skills

D. Identity Formation

E. Gender Identity

F. Self-Concept

XIII. Parent and Staff Relations in Group Care (3 hours, lecture)

A. Working with Parents and Staff Members

B. Daily and Permanent Record Keeping

C. Parent Conferences

XIV. Cultural Issues Affecting Childcare Practices (3 hours, lecture)

A. Communication

B. Caregiving Techniques

XV. Quality Issues in Infant/Toddler Programs (3 hours, lecture)

A. Safe Environments

B. Healthy Environments

C. Staffing

D. Title 22 Regulations

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:

Letter to a Parent

Review the material in your text regarding toilet learning readiness. Complete the following assignment: The mother of your two-year-old student is very upset. Her other two children were toilet trained by the age of two and she is insisting that you begin toilet training her son immediately. Through your observations, you do not believe this child is ready. Using information from your text, lectures, and class discussion, draft a letter to the mother explaining your center's philosophy on toilet learning. Be sure to include the physical and emotional signs of readiness. Edit for correct information, a professional tone, grammar, spelling and punctuation.

Critical Thinking Assignment 1:

Linking Research and Practice

Research an article from a professional journal such as "Zero to Three" or "Young Children." Select an article related to either cultural child rearing practices or issues related to fostering brain growth and development in infants or toddlers.

Write a two- to three- page paper linking the research presented in the article to best practices in a childcare setting as outlined by the National Association for the Education of Young Children's (NAEYC) standards.

Critical Thinking Assignment 2:

Infant/Toddler Observation

The purpose of this project is to help you become familiar with age-specific behaviors of infants between the ages of two months and twelve months and to sharpen your observation skills. Choose one of the infants in the class and conduct a naturalistic observation. Document the child's name, age, date, starting time and ending time of the observation. For 20 minutes you will observe and document, minute-by-minute, all of the child's actions, reactions, expression and movements as well as those with whom the child interacts. Do not interpret the child's feeling or motives. Only report what you actually see. Write a three- to five-page paper describing your conclusions about this child. Comment on the infant's biosocial, cognitive, language, and psychosocial development. Name the Piagetian and Eriksonian stages of development into which this child falls. Cite examples from your observation notes and compare them to the text.

Other Evaluation Methods:

Completion, Essay Exams, Journal kept throughout course, Matching Items, Reading Reports, 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, 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\\_\(Taintor\\_and\\_LaMarr\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Infant_and_Toddler_Care_and_Development_(Taintor_and_LaMarr)). License CC BY-NC-SA 3.0.

Gonzalez-Mena, J. and Widemeyer, D. *Infants, Toddlers and Caregivers*. 12th ed. McGraw Hill, 2021.

Alternative Texts:

Required Supplementary Readings:

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).

Knowledge of Piaget's Sensorimotor and Preoperational Stages of Cognitive Development.

CDEV 103 - Define developmental theory and explain how theories are used to understand child behavior and development.

CDEV 103 - Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.

CDEV 103 - Demonstrate knowledge of the physical, socioemotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

CDEV 103 - Analyze the effect of biological, environmental, and cultural influences on the development of children of all ages.

Ability to recognize and analyze the effect of environmental and cultural influences on development

CDEV 103 - Analyze the effect of biological, environmental, and cultural influences on the development of children of all ages.

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

This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.



ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Ann Hussmann

Date: 09/01/1987

Original Board Approval Date:

Last Reviewed and/or Revised by: Cynthia Cervantes

Date: 11/01/2023

Last Board Approval Date: 12/18/2023

Effective Term: FALL 2024