

## **Child Development 107**

### ***Infant/Toddler Development***

*3 units; 3 hours lecture*

*Prerequisite: Child Development 103 with a minimum grade of C or Concurrent Enrollment*

*Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment.*

*Degree applicable Transfer CSU*

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.

### **Course Objectives:**

1. Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
2. Compare current research in infant/toddler development with major theories.
3. Use current research to evaluate the impact of various birth practices on the newborn and family.
4. Describe the primary role of the family in the development of the child.
5. Design strategies for developing reciprocal relationships between families and caregivers.
6. Link neurobiological processes to infant and toddler development.
7. Relate developmental theory to infant and toddler development, interactions, and relationships.
8. Compare and contrast caregiving practices and environments that support optimal development.
9. Evaluate infant/toddler programs to determine their developmental appropriateness in regard to curriculum, adult-child interaction, and environment.
10. Analyze environmental and cultural influences on the development of infants and toddlers.
11. 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.
12. Identify the characteristics and competencies of an effective caregiver.
13. Identify Title 22 California regulations governing infant/toddler care facilities

### **Student Learning Outcomes (SLO):**

1. Reciprocal Relationships  
Design strategies for developing reciprocal relationships between families and caregivers.
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.

### 3. Contextual Influences

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

#### **ADA Statement:**

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

#### **Student Code of Conduct**

#### **Student Rights and Grievances Procedure 5530**

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>