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Early Care, Education and Family Studies (ECEP) 1581 Introduction to Infant Development - Infant, Family, and Society (3 Units) (DS 4) CSU

[formerly Early Childhood Education 1581; Early Childhood Education 11A; Early Childhood Education 11]

Advisory: Eligibility for English 1500 strongly recommended

Hours and Units Calculations: 48 hours lecture + 96 Outside of class hours (144 Total Student Learning Hours) = 3 Units

Catalog Description: This is an introduction to the study of infant behavior and development from conception to 36 months. This course is designed to prepare students to work effectively with infants, toddlers, and their families. It addresses theories of infant development, primary care and continuity of care, social, emotional, cognitive, linguistic and physical development; how to create healthful physical and social environments, and how to work respectfully with children, staff, and families with various cultures, beliefs, backgrounds, and abilities. The role of family and relationships in development is emphasized.

Type of Class/Course: Degree Credit

Textbook:

Gonzalez-Mena, Janet, and Dianne Widmeyer Eyer. *Infants Toddlers & Caregivers: Curriculum Relationship. 11th Edition*. McGraw-Hill Education, 2017.

Additional Required Instructional Materials:

Mooney, Carol Garhart. *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. Redleaf Press, 2010.

Course Objectives:

By the end of the course, a successful student will be able to:

1. identify the periods of infant development,
2. recognize and demonstrate the need for primary care and continuity of care in infant/toddler programs,
3. explain the domains of development: cognitive, physical, linguistic, social, and emotional,
4. assess each of the domains of development as it relates to individual infants,
5. describe the components of a quality physical and social environment,
6. identify and define curriculum as it relates to infants and toddlers,
7. describe the effects of early intervention on children identified with special needs,

8. demonstrate the ability to work with children, staff and families from diverse linguistic and cultural backgrounds,
9. demonstrate competency in writing,
10. apply critical thinking skills, and
11. describe appropriate vocational skills needed in infant/toddler care and education.

Course Scope and Content:

- Unit I Theories of Infant/Toddler Care and Education
 - A. Cognitive Development Theory – Jean Piaget
 - B. Cognitive Development Theory – Lev Vygotsky
 - C. Attachment – Mary Ainsworth
 - D. Emotional Development – Erik Erikson
 - E. Infant Care Theorists – Emmi Pikler, Madga Gerber and T. Berry Brazelton
 - F. Additional Theories as Presented

- Unit II Principles and Practices in Infant/Toddler Care
 - A. Primary Caregiving and Attachment
 - B. Continuity of Care

- Unit III Developmental Periods
 - A. Young Infants
 - B. Mobile Infants
 - C. Older Infants

- Unit IV Developmental Domains
 - A. Physical
 - B. Cognitive
 - C. Linguistic
 - D. Social
 - E. Emotional

- Unit V Curriculum
 - A. Caregiving
 - B. Play
 - C. Adaptations for children with special needs

- Unit VI Creating Environments
 - A. Physical Environment
 - B. Social and Cultural Environment
 - C. Accessibility and Planning for Children with Special Needs
 - D. Creating environments that are culturally respectful and inclusive

- Unit VII Health and Safety
 - A. Establishing a Healthy Environment
 - B. Teaching and Modeling Healthy Behaviors
 - C. Assessing and Establishing a Safe Indoor/Outdoor Environment

- Unit VIII Relationships with Staff and Families
- A. Building Relationships with Staff and Families
 - B. Supporting Culture and Home Language
 - C. Resolving Conflict
 - D. Staff Development and Parent Education

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

- 1. Studying
- 2. Answering questions
- 3. Skill practice
- 4. Completing required reading
- 5. Problem solving activity or exercise
- 6. Written work
- 7. Journal
- 8. Observation of or participation in an activity related to course content

Methods of Instruction:

- 1. Lecture
- 2. Observations
- 3. Special guest speakers
- 4. Written assignments involving practicum reports
- 5. Films

Methods of Evaluation:

- 1. Writing assignments, including:
 - a. essay exams
 - b. laboratory reports
 - c. term or other papers
 - d. written homework
 - e. observations
- 2. Computational or non-computational problem-solving demonstrations, including:
 - a. exams
 - b. homework problems
 - c. laboratory reports
 - d. observations
- 3. Skill demonstrations, including:
 - a. class performance
 - b. performance exams
 - c. field work
- 4. Other examinations, including:
 - a. multiple choice
 - b. matching items
 - c. true/false items
 - d. completion

Supplemental Data:

TOP Code:	130590: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE