

**EDU 234**  
**INFANTS, TODDLERS, AND TWOS**

**COURSE DESCRIPTION:**

Prerequisites: High school diploma or GED

Corequisites: None

This course covers the skills needed to implement effectively the group care of infants, toddlers, and two-year-olds. Emphasis is on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

**LEARNING OUTCOMES:**

At the completion of this course, the student will be able to:

- a. Identify and describe infant-toddler childcare options.
- b. Review basic developmental principles in terms of how they can be applied for infants, and toddlers (birth through 2 years).
- c. Identify and discuss physical/motor, cognitive/language and social/emotional needs of infants and toddlers.
- d. Discuss areas of regulation in infant-toddler childcare.
- e. Identify and discuss the importance of play in the life of the infant and toddler.
- f. Plan developmentally appropriate activities for infants and toddlers.
- g. Discuss parent and child caregiver relationships and interpersonal communication.
- h. Examine all aspects of the environmental provisions needed in infant-toddler programs.
- i. Identify and discuss methods of observing and assessing growth patterns of infants and toddlers.
- j. Discuss the need for records and record-keeping and other general management procedures for the care of infants and toddlers.
- k. Discuss the need for professionalism and continuing professional growth.
- l. Discuss the inclusion of children with special needs and diversity.

**OUTLINE OF INSTRUCTION:**

- I. Infant-toddler child-care models
  - A. Family day care homes
  - B. Child care centers
  - C. Parent and child centers
  
- II. Principles in child development
  - A. Affective theory of development
  - B. Cognitive theory of development
  - C. Behaviorist theory of development
  - D. Psychodynamic theory of development
  
- III. Areas of development

- A. Physical/motor
  - B. Cognitive/language
  - C. Social/emotional
- IV. Licensing and registration regulations
- A. Rationale of regulations
  - B. Regulatory agencies
  - C. Areas of regulation
- V. Infant-toddler needs
- A. Development through play
  - B. Value of play
  - C. Role of adult caregiver in play
  - D. Nurturing
- VI. Developmentally appropriate activities
- A. Physical development
    - 1) sensory
    - 2) Motor
  - B. Cognitive development
    - 1) Sensory
    - 2) Motor
    - 3) Language
  - C. Emotional development
    - 1) Self-concept
    - 2) Feelings
- VII. Parent and child caregiver relationship
- A. Daily contacts
  - B. Building partnerships
  - C. Methods of communication
  - D. Role-modeling
- VIII. Environmental provisions that affect quality
- A. Elements of planning
  - B. Organizing space and equipment
  - C. Activities and basic care routines
  - D. Selecting equipment and materials
  - E. Health, safety, and nutritional needs
- IX. Methods of observation and assessment approaches
- A. Use of journals and records
  - B. Use of checklists and profiles
  - C. Utilization of records and checklists in an infant-toddler setting
- X. General management procedures
- A. Maintenance of records
  - B. Budget and finances
- XI. Professionalism
- A. Confidentiality

- B. Responsibility to parent(s) and child
- C. Professional growth

**REQUIRED TEXTBOOK AND MATERIALS:**

To be announced by the instructor.

**STATEMENT FOR STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.