



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

## Grossmont-Cuyamaca Community College District Articulation Agreement

High School Course	Credits	College Course	Units
Developmental Psychology of Children 1, 2 (J173, J174)	10.0	CD 124 Infant and Toddler Development	3.0
<b>High school(s):</b> Valhalla High School		<b>College:</b> Cuyamaca College	

### Course Prerequisites

None

### Recommended Preparation

None

### College Course Description

Study of infants and toddlers, ages 0-3, focusing on the development of social-emotional, cognitive, language, and motor domains including variations due to linguistic, cultural, socioeconomic, and special needs. Emphasis is on development as it relates to care in a group setting. Theories and current issues related to group care and appropriate methods of guidance and socialization are examined. Focuses on the importance of the cultural context as it relates to meeting individual needs and building positive relationships with both child and family.

### Required Content for Articulation

1. Identify the major developmental theories including those of Piaget, Erikson, Freud, Vygotsky, Watson, and Bronfenbrenner related to children ages 0-3 and apply them in practical exercise
2. Techniques for effective observation of young children in a group setting
3. Current research related to the importance of positive early experiences to brain development
4. Social-emotional development with an emphasis on attachment, building positive relationships, and differences based on temperament
5. Developmentally appropriate practices for positive socialization and discipline of children ages 0-3
6. Cognitive development with an emphasis on how young children learn through hands-on experiences and opportunities for exploration and investigation
7. Motor development with an emphasis on milestones, and facilitating development through providing appropriate experiences in a safe, healthy environment
8. Health, safety and nutrition as they apply to the care of children ages 0-3 in a group setting
9. Linguistic, cultural, socioeconomic, and special needs of different families and infants
10. Recognizing variations in development, making referrals, gathering information from observation, communication with parents, and adapting caregiving to meet individual needs

### **Required Competencies (SLOs) for Articulation**

Upon successful completion of this course, students will be able to:

1. Observe, identify, and document the developmental milestones in infants and toddlers.
2. Compare and contrast the theories and philosophies of infant-toddler development.
3. Describe the diverse needs of infants and toddlers, including linguistic, cultural, socioeconomic and special needs.

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

1. Infant developmental stages.
2. Importance of adult/infant-toddler relationships.
3. Environmental factors that enhance healthy and positive infant/toddler development.

### **Assessment Methods**

*A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.*

1. Written observations of infants and toddlers that require students to analyze and apply major developmental theories, research on brain development, and interpretation of diverse needs to specific children and settings.
2. Small group activities and tasks that require students to examine, discuss and incorporate the domains of child development and strategies for promoting the health, safety and nutrition in group care settings for infants and toddlers.
3. Quizzes and exams that measure students' ability to identify and apply major theories, interpret diverse needs of infants and toddlers, and incorporate research on child development and behavior, including brain development, in strategizing how development can be appropriately enhanced.

**RUBRIC:** Attached if applicable

### **Texts and other supporting materials (software, etc.)**

1. Wittmer, Donna and Sandra Peterson. *Infant and Toddler Development and Responsive Program Planning*. 3rd edition. Pearson, 2013.

**Criteria for Course Articulation**

1. High school and college teachers attend articulation meetings to determine curriculum alignment and articulation competency rubric.
2. Student must pass high school course with a grade of **"B" or higher for BOTH semesters** of the high school course and have mastered course competencies as identified in the articulation competency rubric.

Agreement was based on Statewide Career pathways Project Template: Yes \_\_\_ No X

Articulation meeting held: **October 22, 2019**

Effective date: **December 2019**

Expiration date: **December 2022**

**High School Signatures**

**College Signatures**

 1/23/20  
 Teacher Date

 5/6/2020  
 Instructor/Division Chair, Cuyamaca College Date

TONI MYERS 1/23/20  
 Teacher (print name)

Kristin A. Zink  
 Instructor/Division Chair (print name)

 1-27-2020  
 Principal Date

 5.07.2020  
 Dean of Career Education, Cuyamaca College Date

Mary Beth Kasban  
 Principal (print name)

Larry McLemore  
 Dean of Career Education (print name)

Valkalla  
 High School