

CDE 220: INFANT/TODDLER GROWTH & DEVELOPMENT

Formerly known as:

ECE 020 (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)**Name(s)**

Avalos, Maria

Justification / Rationale

We regularly review courses every two years as a CTE program.

Effective Term

Fall 2023

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

220

Full Course Title

Infant/Toddler Growth & Development

Short Title

INF/TODD GRWTH/DEVEL

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course studies the process of human development from conception through age three as determined by heredity, society, and human interaction with implications for child guidance. Prenatal development and the birth process are emphasized. Theoretical frameworks are applied to interpret behavior and interactions between heredity and environment. Multiple influences on development are analyzed including cultural, linguistic, and ability differences are emphasized. The role of family and relationships in development are emphasized.

Schedule Description

A study of human development from conception through age 3. Prerequisite: CDE 101

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 101

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Wittmer, D Petersen, S

Title

Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach

Edition

3rd or most rec.

City

Denver

Publisher

Merrill

Year

2015

College Level

Yes

ISBN #

9780137152636

Resource Type

Manual

Author

California Department of Education

Title

California Infant and Toddler Learning and Development Foundations.

Publisher

CDE Press

Year2009-01-01

For Text greater than five years old, list rationale:

California Preschool Learning Foundations and Curriculum Framework are foundational documents that guide all Early Childhood Education programs throughout the state.

Class Size Maximum

30

Entrance Skills

Students taking infant and toddler growth and development should be familiar with major theories of development and be prepared to examine typical and atypical development in infants and toddlers.

Requisite Course Objectives

CDE 101-Discuss major theories of child development.

CDE 101-Differentiate characteristics of typical and atypical development.

Course Content

A. Overview of Developmental Theory and Processes

B. Current Research

1. Brain development
2. Social development
3. Influences on growth patterns
4. Early intervention

C. Developmental Domains and Processes

1. Prenatal development and birth
 - a. Preconception influences
 - b. Conception
 - c. Prenatal development
 - d. Birth
 2. Physical development
 - a. Brain development
 - b. Health and nutrition
 - c. Growth patterns
 3. Cognitive development
 - a. Sensorimotor stages
 - b. Information processing
 - c. Language development
 - d. Theories of language development
 - e. Multi-language learning
 - f. Critical periods
 4. Social and emotional development
 - a. Attachment
 - b. Reciprocal relationships
 - c. Psychosocial theory
 - d. Temperament
 5. Variations in Development
- D. Influences on Development
1. Family
 2. Cultural perspectives
 3. Care settings
 4. Routines and schedules

Course Objectives

	Objectives
Objective 1	Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
Objective 2	Identify the developmental requirements for optimum physical, social, emotional and cognitive growth at each stage.
Objective 3	Use current research to evaluate the impact of various birth practices on the newborn and family.
Objective 4	Describe the primary role of the family in the development of the child.

- Objective 5 Link neurobiological processes to infant and toddler development.
- Objective 6 Relate developmental theory to infant and toddler development, interactions and relationships.
- Objective 7 Compare and contrast caregiving practices and environments that support optimal development.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Analyze specific developmental milestones for infants and toddlers in all developmental domains; including the multiple contextual influences, diverse family practices, and environments.
Outcome 2	Explain the relationship of brain research and psychological theories to the care of children from birth to 36 months.
Outcome 3	Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains of development.
Outcome 4	Analyze the relationship between hereditary and environment on the study of infant/toddler child development and demonstrate how both interact to influence development from pre-conception to 36 months.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Lecture	Faculty will facilitate in class lectures on relevant course material.
Discussion	In class and online discussion between students will expand on readings assigned.
Observation	Students will observe infants and toddlers to view the theories in practice.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will compose no more than two essays regarding stages and theories of development.	Out of Class Only
Student participation/contribution	Students will participate in active learning strategies provided in class, such as role playing a dyad interaction between a parent and an infant.	In Class Only
Presentations/student demonstration observations	Students will create and share presentations regarding the different stages of prenatal development and infancy.	In and Out of Class
Mid-term and final evaluations	Students will complete a mid-term and final exam that will cover key terms and theories of development.	In Class Only
Reading reports	Students will complete weekly reading of the text and other assigned materials. They will compose reports that summarize the reading.	Out of Class Only
Field/physical activity observations	Students will observe infants and toddlers in the areas of cognitive, physical, and social/emotional development and will create reports based upon those observations.	Out of Class Only

Assignments

Other In-class Assignments

1. Class discussion and presentations.
2. Group activities.
3. Review research articles and apply to real life scenarios.

Other Out-of-class Assignments

1. Read text as assigned.
2. Written observations.

3. Response and critical thinking of case studies and published articles.
4. Written essay.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

70

On-campus %

30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

course orientation, small group activities, demonstrations and presentations.

Instructional Materials and Resources**Effective Student/Faculty Contact**

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video

For hybrid courses:

Field trips
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Other Information**Comparable Transfer Course Information****University System**

CSU

Campus

CSU San Bernardino

Course Number

CD 2250

Course Title

Infant and Toddler Development

Catalog Year

2022-2023

Rationale

Course is already articulated.

MIS Course Data

CIP Code

13.1210 - Early Childhood Education and Teaching.

TOP Code

130590 - Infants and Toddlers

SAM Code

D - Possibly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf

CDE_Mail In Vote on Course Modifications Spring 2022.pdf

Approvals

Curriculum Committee Approval Date

10/04/2022

Academic Senate Approval Date

10/13/2022

Board of Trustees Approval Date

11/10/2022

Chancellor's Office Approval Date

11/15/2022

Course Control Number

CCC000609656

Programs referencing this course

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=129>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)