

Course Outline of Record

1. Course Code: ECE-020
2.
 - a. Long Course Title: Infant/Toddler Growth & Development
 - b. Short Course Title: INF/TODD GRWTH/DEVEL
3.
 - a. Catalog Course 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.
 - b. Class Schedule Course Description:

A study of human development from conception through age 3.
 - c. Semester Cycle (if applicable): n/a
 - d. Name of Approved Program(s):
 - CHILD AND ADOLESCENT DEVELOPMENT Associate in Arts for Transfer Degree (AA-T)
 - EARLY CHILDHOOD EDUCATION AS Degree for Employment Preparation
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER Certificate of Achievement
 - EARLY CHILDHOOD EDUCATION TEACHER Certificate of Achievement
 - ECE SITE SUPERVISOR Certificate of Achievement
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Prerequisite: ECE 010
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Wittmer, D & Petersen, S (2015). *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach* (3rd or most rec./e). Denver Merrill. ISBN: 9780137152636
 College Level: Yes
 Flesch-Kincaid reading level: N/A
 - b. California Department of Education. *California Infant and Toddler Learning and Development Foundations*. CDE Press , 01-01-2009.
7. Entrance Skills: *Before entering the course students must be able:*
 - a.

Analyze the relationship between culture, social systems, and personal choices on the experiences that lead to infant/toddler development.

 - ECE 010 - Examine and evaluate the role of family in facilitating children’s development.
 - b.

Investigate and describe the relationship of brain research and psychological theories to the care of infants and toddlers.

 - ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.

c.

Demonstrate a comprehensive understanding of the application of infant/toddler child development to working with infants and toddlers in a variety of settings.

- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.

8. Course Content and Scope:

Lecture:

- 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

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.
Analyze specific developmental milestones for infants and toddlers in the areas of physical, psychosocial, cognitive, and language development including multiple contextual influences, diverse family practices, and environments.
2.
Investigate and describe the relationship of brain development research and psychological theories to the care of children from birth to 36 months.

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.

4.

Analyze the relationship between hereditary and environment on the study of infant/toddler development and demonstrate how both interact to influence development from pre-conception to 36 months.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
- b. Identify the developmental requirements for optimum physical, social, emotional and cognitive growth at each stage.
- c. Use current research to evaluate the impact of various birth practices on the newborn and family.
- d. Describe the primary role of the family in the development of the child.
- e. Link neurobiological processes to infant and toddler development.
- f. Relate developmental theory to infant and toddler development, interactions and relationships.
- g. Compare and contrast caregiving practices and environments that support optimal development.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Discussion
- b. Distance Education
- c. Lecture
- d. Observation

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

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

b. 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.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Guided/unguided journals
- Term or research papers
- Presentations/student demonstration observations
- Group activity participation/observation
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

ECE 020-Infant/Toddler Growth & Development

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Fulfill the requirements for an entry-level position in their field.

Apply critical thinking skills to research, evaluate, analyze, and synthesize information.

Exhibit effective written, oral communication and interpersonal skills.

IO - Critical Thinking and Communication

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	HD 270	Infant and Toddler Development	2011/2012

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

2-year periodic review. TOP Code needs to be changed to 1305.90

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*

b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000588599

b. T.O.P. Code [CB03]: 130590.00 - Infants and Toddlers

c. Credit Status [CB04]: D - Credit - Degree Applicable

d. Course Transfer Status [CB05]: A = Transfer to UC & CSU

e. Basic Skills Status [CB08]: 2N = Not basic skills course

f. Vocational Status [CB09]: Possibly Occupational

g. Course Classification [CB11]: Y - Credit Course

h. Special Class Status [CB13]: N - Not Special

i. Course CAN Code [CB14]: *N/A*

j. Course Prior to College Level [CB21]: Y = Not Applicable

k. Course Noncredit Category [CB22]: Y - Not Applicable

l. Funding Agency Category [CB23]: Y = Not Applicable

m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): CHILD AND ADOLESCENT DEVELOPMENT,EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,EARLY CHILDHOOD EDUCATION TEACHER,ECE SITE SUPERVISOR

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

ECE 020-Infant/Toddler Growth & Development

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Donna Marie Greene

Origination Date 09/19/17