

# CDE 220: INFANT/TODDLER GROWTH & DEVELOPMENT

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Date Submitted: Tue, 19 Feb 2019 00:18:29 GMT

**Formerly known as:**

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

**Originator**

dgreene

**Justification / Rationale**

Renumbering courses for guided pathways alignment.

**Effective Term**

Fall 2020

**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

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**Resource Type**

Manual

**Author**

California Department of Education

**Title**

California Infant and Toddler Learning and Development Foundations.

**Publisher**

CDE Press

**Year**

2009-01-01

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**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**

	<b>Objectives</b>
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:

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

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

## Other Information

### Comparable Transfer Course Information

#### University System

CSU

#### Campus

CSU San Bernardino

#### Course Number

HD 270

#### Course Title

Infant and Toddler Development

#### Catalog Year

2011/2012

#### Rationale

Course is already articulated.

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## 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

**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

## Approvals

**Curriculum Committee Approval Date**

10/01/2019

**Academic Senate Approval Date**

10/10/2019

**Board of Trustees Approval Date**

11/13/2019

**Chancellor's Office Approval Date**

12/09/2019

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