



CDE-119: INFANT AND TODDLER GROWTH AND DEVELOPMENT

Effective Term

Fall 2022

BOT Approval Date

12/16/2021

Discipline

CDE - Child Development & Education

Course Number

119

Course Title

Infant and Toddler Growth and Development

Short Title

Infant/Toddler Growth/Develop

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course

b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

The course examines current theories and research about typical and atypical developmental patterns of children, birth to 36 months. Emphasis is given to physical, cognitive, and social-emotional growth and to the role of supporting family and relationships in development. Students will be required to observe children 0-3 years of age within or outside of licensed care settings. Some licensed care settings may require TB and Criminal Record Clearances.

Requisites

Pre or corequisite(s)

Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)

CDE-110 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.90* - *Infants and Toddlers

CIP Code

13.1599 - Teaching Assistants/Aides, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives**Learning Objectives****Learning Objective**

1. Examine and describe developmental milestones, characteristics, and growth patterns of children from conception through 36 months.
2. Examine current theoretical material and research that add to our understanding of prenatal development, childbirth, infant and toddler growth and development as well as the impact upon the family.
3. Analyze historical roots of current social trends and practices, including the role implicit bias and racism, as they relate to infants and toddlers on family and caregiving practices in the development of infants and toddlers.
4. Evaluate the typical and atypical growth and development of infants and toddlers using applied theoretical material and the Desired Results Developmental Profile assessment tool provided by the California State Department of Education through systematic observations.
5. Compare and contrast developmental theories and research that add to our understanding of infant and toddler growth and development, interactions and relationships.
6. Compare and contrast caregiving practices and environments from a variety of diverse cultural backgrounds.
7. Develop and describe developmentally appropriate intervention and support strategies for infants and toddlers with consideration of neurobiological processes.
9. Demonstrate the skills needed to build relationships with and recognize the primary role of family of infants and toddlers.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Students will demonstrate the ability to use observational analytical skills in order to identify developmental milestones for infants and toddlers.
2. Identify options and generate alternative approaches.
3. Engage in multiple and simultaneous outcomes and activities.

Program Learning Outcomes**Learning Outcome**

2. Students will identify growth and development during the prenatal, infant and toddler periods using applied theoretical materials.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

1. Research and Methods of Studying Infants and Toddlers
 - A. Current research
 - a. Brain Development
 - b. Developmentally Appropriate Practice
 1. Culturally appropriate practice
 2. Individually appropriate practice
 - c. Influences on Growth Patterns
 - d. Early Intervention and Inclusion
 - B. Ethics of Research with Infants and Toddlers
 - C. Research should include more diverse populations
 - a. Objective versus subjective reporting
 - b. Role of implicit bias
 2. Developmental Domains and Processes
 - A. Prenatal Development and Childbirth
 - a. Role of implicit bias and racism on prenatal care and developmental outcomes
 - b. Role of family support structures
 - c. Caregiving practices
 - d. Maternal health and disproportionate outcomes
 - e. Newborn health and disparities across demographics
 - B. Perceptual-Motor Development
 - a. Brain Development
 - b. Health and nutrition
 - c. Growth patterns
 - d. Implications of poverty, environmental stress, lack of nutrition
 - C. Cognitive Development
 - a. Sensorimotor stages
 - b. Information processing
 - c. Language development
 1. Theories of language development
 2. Multi-language learning
 3. Critical periods
 - D. Social and Emotional Development
 - a. Attachment
 - b. Adverse Childhood Experiences (ACEs)
 - c. Trauma and Resiliency
 - d. Temperament
 - E. Variations in Development
 - a. Ethnic, Cultural and Racial
 - b. Individual diversity in brain development
 - c. Historical perspectives
 3. Influences on Development
 - A. Continuous versus discontinuous (stages of development)
 - B. Family
 - a. Genes and Heritability
 - b. Shared (SE) and Nonshared Environment (NSE)
 - C. Cultural Perspectives
 - a. Family systems perspective
 - b. Hall's Cultural Iceberg model
 - D. Care Settings
 - a. Care settings including but not limited to center based care, family childcare, Montessori, Reggio, Waldorf
 - b. Differences in Quality in Infant-Toddler care
 - c. Caregiver Education and Credentials
 - d. Early Intervention and Inclusion Programs
 - E. Routines and Schedules
 4. Theories and Models for Understanding Infant Toddler Development
 - A. Understanding the grand theories including constructivism, behaviorism, psychoanalytical theory
 - B. Developmental Theorists including but not limited to Piaget, Erikson, Freud, Gesell, Maslow, Vygotsky, Skinner, Watson, Pavlov, and Bandura
 - C. Attachment theorists including but not limited to Bowlby
 - D. Cultural theorists including but not limited to Rogoff and Sturge-Apple
 - E. Racialized identity theory including but not limited to Clark, Derman-Sparks and Elliot
 - F. Environmental Models including but not limited to Bronfenbrenner
 - G. Cognitive neuroscience approaches

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

Audio visual materials will be used to stimulate discussions on prenatal development, childbirth, infant and toddler growth and development as well as the impact of the family.

DE Adaptations for MOI

Using the Course Management System (CMS) students will view, analyse and discuss accessible video addressing various aspects of infant and toddler growth and development. Discussion threads may be topical or completed in small groups.

Method

In-class Exercises

Integration

In-class Exercises will be used to identify current and theoretical material and research that adds to our understanding of prenatal development, childbirth, infant and toddler growth and development as well as the impact of the family.

DE Adaptations for MOI

Using the course CMS students will be provided scholarly journal articles from professional organizations to identify current and theoretical material and research that adds to their understanding of prenatal development, childbirth, infant and toddler growth and development as well as the impact of the family. Students will provide analysis, discussion and reflection utilizing the groups feature in the CMS. Feedback will be provided utilizing the gradebook within 1 week of submission.

Method

Individual Projects

Integration

Individual Projects will be presented in class to aid in class understanding of typical/atypical infant/toddler growth and development.

DE Adaptations for MOI

Fully online course projects on typical/atypical infant toddler growth and development will be presented in the CMS using images, personal video submissions, or public accessible online visual sites. Hybrid course projects will be presented in a face-to-face meeting.

Method

Lecture

Integration

Lectures will be used to highlight key concepts related to developmentally and culturally appropriate early intervention support strategies for infants and toddlers.

DE Adaptations for MOI

Accessible audio-visual materials addressing developmentally and culturally appropriate early intervention support strategies for infants and toddlers will be delivered using the CMS.

Methods of Evaluation

Method

Class Participation

Integration

Class Participation will be evaluated on student ability to describe and evaluate current theoretical materials concerning infant/toddler development in class discussion and reflection.

DE Adaptations for MOE

Class participation will be measured by evaluating student ability to describe and evaluate current theoretical materials concerning infant/toddler development in class discussion and reflection. Evaluation rubrics will be utilized in CMS discussion threads, journals and course blogs. Evaluation rubrics will be based on consistent communication, quality of content, developed input and final self-assessment. Feedback will be provided in CMS grade book within 1 week of student submission.

Method

Exams/Tests

Integration

Exams will include multiple choice, short-answer and/or essay questions designed to demonstrate student understanding infant toddler developmental theories and research, current social trends and practices, and caregiving practices and environments from a variety of diverse backgrounds.

DE Adaptations for MOE

Exams that determine student's understanding of infant toddler developmental theories and research, current social trends and practices, and caregiving practices and environments from a variety of diverse backgrounds will be administrated using the exam function of the CMS. Feedback will be provided utilizing the gradebook feature of CMS within 1 week of student submission.

Method

Projects

Integration

Students will evaluate the typical and atypical growth and development of infants and toddlers using applied theoretical material and the Desired Results Developmental Profile assessment tool provided by the California State Department of Education through systematic observations.

DE Adaptations for MOE

Using the campus Course Management System students will submit written summary of their project evaluating the typical and atypical growth and development of infants and toddlers using applied theoretical material and the Desired Results Developmental Profile assessment tool provided by the California State Department of Education through systematic observations. Feedback will be provided utilizing the CMS grade book feature within 2 weeks of student submission.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will complete an infant and/or toddler case study report which requires observation of a child throughout the semester and to relate the observed development to developmental norms using the Desired Results Developmental Profile (provided by the CA State Department of CA). The final written report shall cover all areas of domains, developmental milestones, including typical and atypical patterns observed.

How assignment will be adapted in online format

Utilizing the CMS complete an infant/toddler case study report in which you observe the developmental norms using the Desired Results Developmental Profile (provided by the CA Department of Education) of a child throughout the semester. Conduct observations using accessible developmentally appropriate videos focused on infant toddler development and submit them to the appropriate assignment in Canvas. The written report will be submitted via the Canvas as well and include all areas of domains, developmental milestones, including typical and atypical patterns observed. The assignment will be scored using a rubric and instructor feedback will be provided in the CMS gradebook within 2 weeks of student submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

You will be provided 2 journal articles from Centers for Disease Control (CDC) and Prevention on Racial and Ethnic disparities in pregnancy and asked to identify the main points of the articles and relate them to the theoretical course material on prenatal care.

How assignment will be adapted in online format

Utilizing the CMS, you will be provided 2 journal articles from Centers for Disease Control (CDC) and Prevention on Racial and Ethnic disparities in pregnancy and asked to identify the main points of the articles and relate them to the theoretical course material on prenatal care. Utilizing the CMS you will identify another student to discuss their findings in a "think-pair-share" activity. Instructor feedback will be provided to the group in the CMS within 1 week of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Take a quiz at the end of the class on the milestones of development.

How assignment will be adapted in online format

At the end of the weekly learning unit on infant and toddler milestones of development, take the quiz online through the CMS which will assess your understanding of the current course material. Feedback will be provided immediately upon submission and can be re-taken for practice.

Course Materials**Textbooks**

Gonzalez-Mena, J. (2021) Infants, Toddlers and Caregivers: A Curriculum of Responsive, Respectful Relationship-Based Education & Care ISBN: 9781260237788, 1260237788

Open Educational Resources

California Department of Education. Infant/Toddler Learning and Development Foundations. California Department of Education , 03-21-2017. California Department of Education. Infant. Toddler Curriculum Framework. California Department of Education , 10-17-2016.

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The learning objectives were revised to include studying the impact of implicit bias and racism on prenatal care and early learning and development. The course further explores the role of race, gender and culture on development in discussions of research methodology and applied caregiving practices.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course will use videos and material reflecting diverse experiences of families and children allowing them to see themselves in the course material. Universal Design has been considered in the course assignments. For example, students are provided the opportunity to present their case study assignment in the learning style of their choice, written report, audio file, video or oral report.

Interactions

Explain how the course will incorporate student-to-student interaction.

Using the CMS discussion forums, breakout rooms in video-conferencing software and/or in class, students will engage in a variety of activities designed to foster community and encourage students to experience variant approaches to the course material under discussion. For example, when using the course CMS students will be provided scholarly journal articles from professional organizations to identify current and theoretical material and research that adds to their understanding of prenatal development, childbirth, infant and toddler growth and development as well as the impact of the family. Students will provide analysis, discussion and reflection and build community utilizing the groups feature in the CMS.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS, video conferencing software and/or in class, the instructor will participate in class discussions asking students to apply critical thinking skills and analysis to course concepts. Lectures will be developed and offered through the course CMS and/or in-class. For example, accessible audio-visual lecture materials addressing developmentally and culturally appropriate early intervention support strategies for infants and toddlers will be delivered using the CMS. Feedback will be provided to students from the instructor through the CMS discussion board and gradebook features.

Explain how the course will incorporate student-to-content interaction.

The course stresses the developmental growth and development from prenatal stages through infancy and toddlerhood. Students will access a variety of ADA compliant course materials such as journal articles from NAEYC, Zero to Three, CDC, and other professional organizations, assigned readings from the Department of Early Education resources, PowerPoint presentations, video and audio lecture materials, linked or embedded multimedia content and student curated material to aid in their understanding of infant and toddler development.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Each learning unit ends with a reflection where students are asked to reflect on their experiences with the material and apply critical analysis to their approach to the assignments. They are asked to reflect on their struggles and strengths and assess what type of support they require to move forward with their goals.

Key: 761