

CHDVC105 : Infant and Toddler Development

General Information

Author:	<ul style="list-style-type: none"> Elisabeth Fuller Baker, Vivian
Course Code (CB01) :	CHDVC105
Course Title (CB02) :	Infant and Toddler Development
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000326901
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	07/23/2014
Course Description:	This course is a study of infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Students apply theoretical frameworks to interpret behavior and interactions between heredity and environment. This course emphasizes the role of family and relationships in development. Students are required to observe children in a group setting.
Submission Type:	Mandatory Revision This is a cyclical revision. The description, methods of instruction, methods of evaluation, SLOs, and topical outline were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> Letter Grade Methods

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

CC Child Development Master Teacher- (In Development)

Certificate of Achievement

Summer 2018

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree

A.A. Degree Major

Fall 2020

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area 2.1

CategoriesSocial &
Behavioral
Sciences Social**Status**

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

CSU General Education Certification

Area D.7

CategoriesSocial Sciences
Interdisciplinary
Social or
Behavioral Science**Status**

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area 4.G

CategoriesSocial and
Behavioral
Sciences
Interdisciplinary
Social &
Behavioral
Sciences**Status**

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours**Summary****Minimum Credit Units (CB07)**

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Faculty Load

0

Credit / Non-Credit Options**Course Credit Status (CB04)**

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

 Cooperative Work Experience Education
 Status (CB10)

 Variable Credit Course
Weekly Student Hours**Course Student Hours**

In Class	Out of Class		Course Duration (Weeks)	18
Lecture Hours	3	6	Hours per unit divisor	54
Laboratory Hours	0	0	Course In-Class (Contact) Hours	
Activity Hours	0	0	Lecture	54
			Laboratory	0
			Activity	0
			Total	54
			Course Out-of-Class Hours	
			Lecture	108
			Laboratory	0
			Activity	0
			Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Because Child Development is a Social Science, students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

Outcomes

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C105 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C105 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors.

Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
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No value	No value
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Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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Specifications

Methods of Instruction

Methods of Instruction	Other
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Rationale	Other Methods: Presentations of course information Other Methods: Presentations of course information Students are required to observe infants/toddlers in a group setting.
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Methods of Instruction	Audiovisual
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Rationale	Watch videos of infants at different developmental levels to assess stages.
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Methods of Instruction	Case Study
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Rationale	Observe one infant to document stages of development over time.
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Methods of Instruction	Group Work
Rationale	Work in groups to design curriculum and activities appropriate for infants and toddlers. Review literature appropriate to topic in small groups to aid discussion.
Methods of Instruction	Guest Lecturers
Rationale	Incorporate infant specialists and mentor teachers to present information or lead discussions on topics such as feeding, nutrition, developmental milestones.
Methods of Instruction	Informational Interviews
Rationale	Interview early education professionals who currently work with infants and toddlers to learn more about supporting infants and toddlers developmental needs in a classroom setting.
Methods of Instruction	Lecture
Rationale	Lectures will provide more information on topics such as supporting breast feeding in center care or the importance of planning in supporting development.
Methods of Instruction	Library
Rationale	The embedded librarian may be included to support students' research papers, provide guidance in APA, and write annotated bibliographies.
Methods of Instruction	Written work
Rationale	Includes a research paper on a topic related to infant or toddler development, case studies, observations, and other assignments asking students to interpret or apply content presented in the course.
Assignments Observe infants and/or toddlers in group settings. For example, observe a classroom designed for infants. How is the environment designed to support an infant's social development? Textbook reading. For example, read assigned textbook chapter prior to a designated due date. Journal responses to textbook or other guiding questions. For example, "What is the caregiver's role in shaping the identity formation of infants and toddlers?" Read supplemental articles. For example, read and respond to B.F. Skinner's 1940's article "Baby in a Box"	
Methods of Evaluation	Rationale
Research Paper	For example: write a 5 page paper discussing the cultural influences on an infant's development.
Project	Observations of infants and/or toddlers in group settings. For example, observe a classroom designed for infants. Describe how the environment is designed to support diverse identity development.
Tests	

For example: complete an exam comprised of essay questions requiring the student to explain the basic theories of infant development including physical, cognitive, and socio-economic development.

Tests

Quiz

For example: complete a timed, 20 question, multiple-choice quiz about stages of development.

Distance Education Description: how outcomes are evaluated

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author

Title

Publisher

Date

ISBN

Gonzalez-Mena, J. & Eyer, D. W.

Infants, toddlers and caregivers:
A curriculum of respectful,
responsive, relationship-based
care and education (11th)

McGraw-Hill
Education

2017

1259870464

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.

Use current research to evaluate the impact of various birth practices on the newborn and family.

Describe the primary role of the family in the development of the child.

Link neurobiological processes to infant and toddler development.

Relate developmental theory to infant and toddler development, interactions, and relationships.

Compare and contrast caregiving practices and environments that support optimal development.

CSLOs

Describe biological and environmental factors that influence pre-conception and prenatal health and development.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Identify the multiple contextual influences on infant and toddler development including diverse family practices and environments.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Social Science

PLOs for CSU GE COA

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Social Science

Liberal Arts: Social & Behavioral Sciences
AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Outline

Course Outline

- 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

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face

Online

Hybrid

Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV 105 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no