

Reviewed by: M. Beasley
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Textbook update: Fall 2023
C & GE Approved: October 13, 2023
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Semester effective:

Early Care, Education and Family Studies (ECEP) 1581 Introduction to Infant and Toddler Development (3 Units) (DS 4) CSU

[formerly Early Childhood Education 1581; Early Childhood Education 11A; Early Childhood Education 11]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours (144 Total Student Learning Hours) 3 Units

Catalog Description: This is an introduction to the study of infant behavior and development from conception to 36 months. This course is designed to prepare students to work effectively with infants, toddlers, and their families. It addresses theories of infant development, primary care and continuity of care, social, emotional, cognitive, linguistic and physical development; how to create healthful physical and social environments, and how to work respectfully with children, staff, and families with various cultures, beliefs, backgrounds, and abilities. The role of family and relationships in development is emphasized.

Type of Class/Course: Degree Credit

Textbook:

Swim, Terri Jo. *Infants and Toddlers: Caregiving and Responsive Curriculum Development*. 10th ed., Cengage Learning, 2022.

Course Objectives:

By the end of the course, a successful student will be able to:

1. Summarize developmental milestones, characteristics, and growth patterns of children from conception through 36 months,
2. Use current research to evaluate the impact of various birth practices on the newborn and family,
3. Describe the primary role of the family in the development of the child,
4. Link neurobiological processes to infant and toddler development,
5. Relate developmental theory to infant and toddler development, interactions, and relationships.
6. Compare and contrast caregiving practices and environments that support optimal development demonstrate competency in writing,
7. apply critical thinking skills, and
8. describe appropriate vocational skills needed in infant/toddler care and education.

Course SLOs:

- Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.

- Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
- Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.

General Education Learning Outcomes:

- Communication and Critical Thinking
 - Student demonstrates the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, problem solve, and make decisions.

Course Scope and Content:

Unit I Overview of Developmental Theory and Processes

Unit II Current Research

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

Unit III 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
6. Influences on Development
 - a. Family
 - b. Cultural perspectives
 - c. Care settings

d. Routines and schedules

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Problem solving activity or exercise
6. Written work
7. Journal
8. Observation of or participation in an activity related to course content

Methods of Instruction:

1. Lecture
2. Observations
3. Special guest speakers
4. Written assignments involving practicum reports
5. Films

Methods of Evaluation:

1. Writing assignments, including:
 - a. essay exams
 - b. observational reports
 - c. term or other papers
 - d. written homework
 - e. observations
2. Computational or non-computational problem-solving demonstrations, including:
 - a. exams
 - b. homework problems
 - c. laboratory reports
 - d. observations
3. Skill demonstrations, including:
 - a. class performance
 - b. performance exams
 - c. field work
4. Other examinations, including:
 - a. multiple choice
 - b. matching items
 - c. true/false items
 - d. completion

Supplemental Data:

TOP Code:	1305.90: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Education, Child Development, Early Childhood Education