

Revised by: R. Roth  
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Semester Effective: Spring 2016

Early Care, Education and Family Studies (ECEP) 1003 Introduction to Child Growth and Development (3 Units) (DS1)

[formerly Early Childhood Education 1003]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended.

Total Hours: 48 hours lecture

Catalog Description: This course is an overview of child growth and development; stages of physical, cognitive, social, and emotional growth from prenatal through adolescence. Other topics include historical and theoretical foundations in development and education, research methods and designs, educational testing and assessments, prenatal development and birth, parenting styles, and special needs. This is a general education course not open to students with credit in Psychology 2003.

This is designed to be taken as an associate degree applicable/non-transferable course in preparation for the lower division eight (LD8) as designed by the Curriculum Alignment Project (CAP). See [www.childdevelopment.org](http://www.childdevelopment.org) for more information on LD8. It also satisfies a core requirement as part of the Child Development Matrix.

Type of Class/Course: Degree Credit

Text: Papalia, Diane , Ruth Feldman, S Olds. *A Child's World*. 11<sup>th</sup> ed. NY: McGraw, 2008. Print.

Additional Required Materials: none

Course Objectives:

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

1. explain the importance of planning prior to conception,
2. identify ways, in which prenatal development influences later growth and development,
3. describe growth and developmental characteristics from birth for each domain of development: physical, cognitive, linguistic, and social-emotional,
4. evaluate and illustrate major theories and principles of human development as it relates to behavior in children,
5. compare principal scientific methods used in the study of child development,
6. identify significant research which has contributed to the establishment of developmental principles,
7. describe the different theories on parenting styles,
8. relate learning in child development to personal life experience,
9. demonstrate a sensitivity to the special needs of children at developmental levels,
10. Compare and contrast family cultural practices and their impact on children,
11. demonstrate critical thinking and college level writing skill, and

12. cite vocational opportunities related to child growth and development.

Course Scope and Content:

- Unit I            Historical and Theoretical Foundations
  - A.        Historical Timeline
  - B.        Psychoanalytic Theories
  - C.        Behaviorism and Social Learning Theories
  - D.        Cognitive Theories and Information Processing
  - E.        Sociocultural Theory
  - F.        Ecological Systems Theory
  
- Unit II            Research Methods
  - A.        Study of Child Development
  - B.        Scientific Method
  - C.        Research Methods and Studies
  
- Unit III           Biological and Environmental Influences on Development
  - A.        Genetic Code, Chromosomes and Gametes
  - B.        Sex, Multiple Births, and Fertility
  - C.        Chromosomal and Genetic Abnormalities
  - D.        Influence of Environment
  
- Unit IV           Prenatal Development
  - A.        Periods of Development
  - B.        Teratogens and Prenatal Risks
  
- Unit V            Birth
  - A.        Stages of Birth
  - B.        Birth Complications
  - C.        Birthing Options and Procedures
  - D.        Social Support and Bonding
  
- Unit VI            Developmental Stages
  - A.        Infants and Toddlers
  - B.        Preschool/Early Childhood
  - C.        School Age/Middle and Late Childhood
  - D.        Adolescence
  
- Unit VII           Developmental Domains
  - A.        Cognitive Development
  - B.        Language Development
  - C.        Physical Development
  - D.        Social Emotional Development

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. Completing required reading and assignments
4. Journaling and writing
5. Conducting Observations

Methods of Instruction:

1. Lectures and discussions
2. Visual presentations

Methods of Evaluation:

1. Substantial writing assignments, including:
  - a. essay exams
  - b. journaling and reflection activities
  - c. written homework
  - d. group writing assignments
  - e. conducting interviews
2. Other examinations, including:
  - a. multiple choice
  - b. true/false items
  - c. short answer questions
3. Skill Demonstration
  - a. oral presentations
  - b. field work and observations
  - c. group projects and demonstrations

Supplemental Data:

TOP Code:	130500 Child Development/ Early Care and Education
SAM Priority Code:	D: Possibly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable

Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes