COLLEGE OF THE DESERT

Course Outline of Record

1. Course Code: ECE-010
2.   a. Long Course Title: Child Growth & Development
        b. Short Course Title: CHILD GROWTH/DEVELOP
3.   a. Catalog Course Description:

   This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

   b. Class Schedule Course Description:

   This course studies the major theories of the developing child from conception through age 18.

   c. Semester Cycle (*if applicable*): Every semester

   d. Name of Approved Program(s):
   - CHILD AND ADOLESCENT DEVELOPMENT Associate in Arts for Transfer Degree (AA-T)
   - COD GE Pattern
   - EARLY CHILDHOOD EDUCATION AS Degree for Employment Preparation
   - EARLY CHILDHOOD EDUCATION Associate in Science for Transfer Degree (AS-T)
   - EARLY CHILDHOOD EDUCATION TEACHER Certificate of Achievement
   - ECE SITE SUPERVISOR Certificate of Achievement
   - ELEMENTARY TEACHER EDUCATION Associate in Arts for Transfer Degree (AA-T)

4. Total Units: 3.00   Total Semester Hrs: 54.00

   Lecture Units: 3   Semester Lecture Hrs: 54.00

   Lab Units: 0   Semester Lab Hrs: 0

   Class Size Maximum: 30   Allow Audit: No

   Repeatability No Repeats Allowed

   Justification 0

5. Prerequisite or Corequisite Courses or Advisories:
   Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
   Advisory: ENG 061

6. Textbooks, Required Reading or Software: *(List in APA or MLA format.)*
   a. Berger, K.S. (2015). *The Developing Person through Childhood and Adolescence* (10th/e). New York Worth Publishers. ISBN: 978-1-4641-75
   College Level: Yes
   Flesch-Kincaid reading level: *N/A*

7. Entrance Skills: *Before entering the course students must be able:*

   Advisory Skills

   a.
   Demonstrate the ability to generate, develop and organize ideas into a cohesive essay using multiple paragraphs

   - ENG 061 - Use theses to organize paragraphs into coherent analyses.
   - ENG 061 - Demonstrate the ability to think critically and express ideas using various patterns of development.
   - ENG 061 - Demonstrate the ability to use research skills including library resources such as books, periodicals,

electronic databases and online resources such as the internet.

b.

`Write essays related to observations and analysis of theories including in-text references and correct works cited/reference entries`

- ENG 061 - Demonstrate the ability to think critically and express ideas using various patterns of development.
- ENG 061 - Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.
- ENG 061 - Utilize a handbook to properly cite and document source material in MLA format.

8. Course Content and Scope:

Lecture:

1. Introduction to developmental perspective
2. Major current and historical theoretical frameworks of child development
3. Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research
4. Observations applying theory and developmental norms to various ages
5. Heredity and genetics
6. Conception and prenatal development
7. Birth: physiology, psychology, social and cultural influences
8. Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
9. Infant and toddler development
10. Early childhood development
11. Middle years development
12. Adolescent development
13. Bilingual development and theories of language learning and bilingualism
14. Gender roles; childhood and adolescent sexuality
15. Contemporary social issues that impact children's development
16. The role and influence of family and caregivers
17. The role and influence cultural and societal impacts

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.

Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies

2.

Analyze how cultural, economic, political and historical contexts affect children's development.

3. Compare and contrast various theoretical frameworks that relate to the study of human development.

4.

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies,

5. Differentiate characteristics of typical and atypical development at various stages.

6.

Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

10. Course Objectives: *Upon completion of this course, students will be able to:*
   a. Examine and discuss major theories of child development.

b. Examine ways in which developmental domains are continuous, sequential and interrelated.

c. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

d. Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.

e. Demonstrate knowledge of current research findings as they apply to child development.

f. Examine and explain how bias can influence the research process.

g. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

h. Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

i. Examine and evaluate the role of family in facilitating children's development.

j. Examine and evaluate the role of teachers and other professionals in facilitating children's development.

k. Examine and evaluate the role of play and its relationship to development at various stages.

l. Identify and describe risk factors that impact families and child at each major developmental stage.

m. Investigate and explain the process of bilingual development in children at various stages.

n. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*
    a. Discussion
    b. Distance Education
    c. Experiential
    d. Individualized Study
    e. Lecture
    f. Observation

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*
    In Class Hours: 54.00
    Outside Class Hours: 108.00
    a. In-class Assignments
       1. Learning community activities
       2. Non-computational problem-solving/in class activities
       3. Chapter quizzes
       4. Field observations of ECE programs
       5. Journal entries
       6. Observations
       7. Article reviews
    b. Out-of-class Assignments
       1. Reading of text and selected research articles
       2. Essays
       3. Behavior observations of infants/toddlers and preschoolers.
       4. Chapter tests
       5. Journal entries
       6. Learning community in-class projects

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*
    - College level or pre-collegiate essays
    - Guided/unguided journals
    - Term or research papers
    - Group activity participation/observation
    - True/false/multiple choice examinations

- Mid-term and final evaluations
- Student participation/contribution
- Other

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*
    PO-GE C5 – Personal Growth and Development
      Exhibit habits of intellectual exploration, personal responsibility, and well being.
      Participate in teams to make decisions and seek consensus.
    PO - Career and Technical Education
      Fulfill the requirements for an entry- level position in their field.
      Apply critical thinking skills to research, evaluate, analyze, and synthesize information.
    IO - Personal and Professional Development
      Display habits of intellectual exploration, personal responsibility, and physical well being.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	HD 240 or PSYCH 240	Child Development	2011=12

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: ☐ Required Material?

Material or Item	**Cost Per Unit**	**Total Cost**

19. Provide Reasons for the Substantial Modifications or New Course:

    change English advisory

20.   a. Cross-Listed Course *(Enter Course Code)*: *N/A*
        b. Replacement Course *(Enter original Course Code)*: *N/A*

21. Grading Method *(choose one)*: Letter Grade Only

22. MIS Course Data Elements
        a. Course Control Number [CB00]: CCC000455033
        b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C
        c. Credit Status [CB04]: D - Credit - Degree Applicable
        d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
        e. Basic Skills Status [CB08]: 2N = Not basic skills course
        f. Vocational Status [CB09]: Possibly Occupational
        g. Course Classification [CB11]: Y - Credit Course
        h. Special Class Status [CB13]: N - Not Special
        i. Course CAN Code [CB14]: *N/A*
        j. Course Prior to College Level [CB21]: Y = Not Applicable
        k. Course Noncredit Category [CB22]: Y - Not Applicable
        l. Funding Agency Category [CB23]: Y = Not Applicable
        m. Program Status [CB24]: 1 = Program Applicable
    Name of Approved Program *(if program-applicable)*: CHILD AND ADOLESCENT DEVELOPMENT,COD,EARLY
    CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION
    TEACHER,ECE SITE SUPERVISOR,ELEMENTARY TEACHER EDUCATION

ECE 010-Child Growth & Development

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment
    First Year: 245
    Third Year: 245

24. Resources - Faculty - Discipline and Other Qualifications:
    a. Sufficient Faculty Resources: Yes
    b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

    N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. *(Explain:)*

    N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES
    Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the
    Course: Yes

28. Originator Donna Marie Greene   Origination Date 11/07/17