CHLD 1: CHILD GROWTH & DEVELOPMENT: PRENATAL THROUGH EARLY CHILDHOOD

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Effective Term:</td>
<td>Summer 2023</td>
</tr>
<tr>
<td>Units:</td>
<td>4</td>
</tr>
<tr>
<td>Hours:</td>
<td>4 lecture per week (48 total per quarter)</td>
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<tr>
<td>Advisory:</td>
<td>Not open to students with credit in CHLD 55.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Foothill GE:</td>
<td>Area IV: Social &amp; Behavioral Sciences</td>
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<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
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<tr>
<td>Grade Type:</td>
<td>Letter Grade Only</td>
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<tr>
<td>Repeatability:</td>
<td>Not Repeatable</td>
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Student Learning Outcomes

- Identify the behaviors and characteristics of children birth through early childhood.
- Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors.
- Identify the different theories of child development and their implications on current practice in the early childhood field.

Description

Development of the child from prenatal life through early childhood. This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through early childhood. 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.

Course Objectives

The student will be able to:

a. Examine the discipline of childhood and its importance through examination of the historical and cultural foundations
b. Evaluate and analyze the major theories and research in the field of child development and recognize the implications on current practice in the early childhood field
c. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies
d. Describe the process of prenatal development, pregnancy, and birth
e. Identify and describe major developmental milestones for children typical and atypical, from conception through early childhood in the areas of physical, psychosocial, cognitive, and language development
f. Analyze and reflect on one’s own behavior, personality, and values through the study of young children

Course Content

a. Examine the discipline of childhood and its importance through examination of the historical and cultural foundations
   i. Focus on historical concepts related to the development of children
   ii. Compare and contrast the changing view of childhood in society and how that view impacts practice and policy
   iii. Non-Western cultures and alternative perspectives
   iv. The characteristics of a child’s culture and the implications for learning and development
   v. Nature vs. nurture, and continuity vs. non-continuity
   vi. Biological and environmental factors that influence young children’s development
   vii. Heredity and genetics
b. Evaluate and analyze the major theories and research in the field of child development and recognize the implications on current practice in the early childhood field
   i. Recognize the major theorists whose work has contributed to our understanding to children today
   ii. Compare and contrast the prevailing theories on child development and how they inform current theory and practice
      1. Recognize the social-political context of pre-existing theory and analyze its relevance to children today
      2. Recognize the impacts of family dynamics, culture, ethnicity, and socioeconomic status on the developing child
c. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies
   i. Develop skills in naturalistic observation, interviews, and surveys when working with young children
   ii. Analyze data and recognize relevancy to development and behavior
   iii. Discuss questions of ethics, bias, confidentiality, reliability, and validity of research
d. Describe the process of prenatal development, pregnancy, and birth
   i. Conception and prenatal development
   ii. The uterine environment
   iii. Maternal health
   iv. Birth and the newborn
   v. Social and cultural influences
e. Identify and describe major developmental milestones for children typical and atypical, from conception through early childhood in the areas of physical, psychosocial, cognitive, and language development
   i. Recognize the basic aspects of physical, cognitive, social, emotional, and language growth for the neonate and understand the interplay between these domains at this stage
   ii. Recognize the basic aspects of physical, cognitive, social, emotional, and language growth for the infant and understand the interplay between these domains at this stage
   iii. Recognize the basic aspects of physical, cognitive, social, emotional, and language growth for the toddler and understand the interplay between these domains at this stage
   iv. Recognize the basic aspects of physical, cognitive, social, emotional, and language growth for the preschool-age child and understand the interplay between these domains at this stage
v. Identify risk factors, care, and education for different developmental levels
vi. Gender roles; childhood sexuality
f. Analyze and reflect on one’s own behavior, personality, and values through the study of young children
i. Analyze how cultural, economic, political, and historical contexts affect children’s development
ii. Recognize the impacts and influences to one’s own development
iii. Consider the influence of one’s own development when working with young children
iv. Recognize the role of the caregiver when working with young children

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation
Methods of Evaluation may include but are not limited to the following:

Participation in class activities, class discussion, small group and partner work
In-class writing with guided self-reflections
Child observation reports and summaries
Adult interviews and summaries
Reaction papers on special topics
Exams
Online discussions and responses

Method(s) of Instruction
Methods of Instruction may include but are not limited to the following:

Lecture
Cooperative learning exercises
Oral presentations
Electronic discussions/chat
In-class discussion
Video viewing
Online reading and response

Representative Text(s) and Other Materials


Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
a. Reading and study of the text
b. Reading and written response to observations, test questions, assignments, relevant articles, online reading material, and online discussions
c. Reaction writing assignments to guest speakers, video viewings, and experiences, such as research projects and field trips
d. Research, planning, and written evaluation of individual or group creative projects

Discipline(s)
Child Development/Early Childhood Education