

Official Course Description: MCCC CD Approval: 06/24/08

EED205 20084-99999

LEC 3 Credit(s) 3 Period(s)

The Developing Child: Prenatal to Age Eight

Examination of process of physical, social, emotional, cognitive, language, and literacy development of typical and atypical young children; prenatal through age eight. Includes practical application and fieldwork experience.

Prerequisites: None.

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MCCC CD Official Course Competencies:

**EED205 20084- The Developing Child: Prenatal to Age Eight
99999**

1. Examine the historical perspective on children and childhood, birth to age eight. (I)
2. Compare and contrast research methodology and identify the ethical requirements of research on typical and atypical young children, birth to age eight. (II)
3. Demonstrate observation skills and techniques used by researchers and practitioners to study and work with typical and atypical young children, birth to age eight. (II)
4. Compare and contrast historical, contemporary and emerging theories within the study of child development. (III)
5. Identify and discuss ethical and moral issues related to genetics, reproductive science and prenatal development. (IV)
6. Summarize the course and consequences of prenatal development and the birth process. (IV)
7. Identify the major milestones of physical growth, motor development and contemporary health, safety and nutrition issues for typical and atypical young children, birth to age eight. (V)
8. Identify the major milestones of cognitive development for typical and atypical young children, birth to age eight. (VI)
9. Explain the implications of neuroscience and the development of the brain on all domains of child development. (VI)
10. Identify the major milestones of language development and theoretical explanations of language acquisition in typical and atypical young children, birth to age eight. (VI)
11. Describe the major milestones of social, emotional and moral development for typical and atypical young children, birth to age eight. (VII)
12. Explain the implications of community, culture, school and family influences, as well as economic circumstances on the well-being of typical and atypical young children, birth to age eight. (VII)
13. Explain the identification and types of exceptionality in children from the prenatal stage through age eight. (VIII)
14. Explain the implications of exceptionality and other risk factors for the young child (birth to

age eight), families, communities and the nation. (VIII)

15. Demonstrate observation and practical application skills through field experiences. (IX)

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MCCCD Official Course Outline:

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- I. Defining the Field Of Child Development
 - A. Historical Perspectives
 - B. Contributions from Multiple Disciplines
 - C. Basic Concepts of Child Development
 - 1. Domains
 - 2. Stages
 - 3. Consensus Points
 - 4. Questions
- II. Research on the Child
 - A. Ethical Requirements
 - B. Basic Methods
 - 1. Self-Report
 - 2. Experimental Methods
 - 3. Naturalistic Observation
 - 4. Observation Techniques, Including Technology
 - 5. Data Collection Over Time
- III. Theory
 - A. The Place of Theory in the Field
 - B. Classic Theories and Historical Perspectives
 - 1. Freud and Erikson - Psychoanalytic
 - 2. Watson and Skinner - Learning Theory
 - 3. Piaget and Vygotsky - Cognitive
 - C. Emerging Theories
 - D. Application of Theory to Practice
 - 1. Child-Rearing
 - 2. Research
- IV. Beginnings
 - A. Genetics and Genomics
 - 1. Ethical and Moral Issues
 - 2. Reproductive Science
 - B. Prenatal Development
 - 1. Conception
 - 2. Stages
 - 3. Prenatal Testing
 - 4. Influences and Teratology
 - C. Childbirth

1. Preparation for Childbirth
 2. Customs and Practices Surrounding Birth
 3. Complications around Childbirth
- V. Physical Development through Ages and Stages
- A. Physical Growth
 1. Maturation
 2. Nutrition
 3. Disruptive Factors and Events
 - B. Motor Development
 1. Skills
 2. Sports
 3. Fitness and Exercise
 - C. Contemporary Issues
 1. Child Protection
 2. Child Maltreatment
 3. Illness and Wellness
 4. Sexuality
 5. Sexual Activity
 6. Obesity and Eating Disorders
 7. Access to Medical Care and Nutrition
- VI. Cognitive Development through Ages and Stages
- A. Neuroscience
 1. Stages of Brain Development
 2. Techniques to Study Brain Development
 3. Consequences of Trauma
 4. Cognitive, Psychosocial and Cognitive Implications
 - B. Classic Study of Cognition
 1. Theoretical Perspectives
 2. Measurement of Intelligence
 - C. Language Acquisition Theories
 - D. Language Development
 1. Typical Milestones
 2. Delay and Intervention
 - E. Language and Literacy
 1. Schools
 2. Second Language Instruction
- VII. Psychosocial Development through Ages and Stages
- A. Emotional Development
 1. Attachment
 2. Temperament
 - B. Personality and Identity
 1. Family and Community
 2. Self Concept and Self Esteem
 3. Identity and Culture
 4. Economic Status
 - C. Social Skills Development

1. Relationships with Others
2. Self Regulation
3. Gender Roles
4. Sexual Orientation
5. Achieving Adulthood

D. Moral and Spiritual Development

VIII. Exceptionality

- A. Risk Factors
- B. Identification Methods
- C. Categories/Types
- D. Intervention and Community Resources
- E. Schools and Teams of Professionals
- F. Impact on Social Well-Being of the Child and the Family
- G. Consequences on Development through the Ages and Stages of Childhood and Adolescence

IX. Field Experience

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