

**I. COURSE DESCRIPTION:**

Department Information  
Division: Science and Math  
Department: Child Development  
Course ID: CD 100  
Course Title: Introduction to Child Development  
Units: 3  
Lecture hrs: 3  
Laboratory hrs: None  
Prerequisite: None  
Co-requisite: None  
Departmental Advisory: None

Catalog Description: Introduction to the field of children's studies, designed to familiarize students with the broad aspects of the profession, philosophy and principles of caring for children in a variety of settings.

Schedule Description: Introduction to the field of children's studies designed to familiarize students with the profession, philosophy and principles of caring for children in a variety of settings.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: ONE**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of the course, the student will be able to:

- A. List the components of a quality early childhood program
- B. Explain the application of development theories in an early childhood education program
- C. Identify the components of influential programs in the fields of early childhood education
- D. Provide strategies for children's activities in a multiplicity of curriculum areas
- E. List the types of programs where children are served in our multi-cultural society
- F. Observe, investigate, analyze and discuss current trends in the field of early childhood education
- G. Discuss the role of the adult in the preschool setting
- H. Observe and record child-teacher interactions in an early childhood education program
- I. Summarize and critique readings relevant to issues in early childhood education programs

**IV. CONTENT:**

- A. Teaching in a school for the young children today
- B. Learning activities in the outdoors
- C. Creative art activities
- D. Fostering cognitive growth through science
- E. Structured learning activities

- F. Language experiences
- G. Children's literature
- H. Dramatic play
- I. Creative music activities
- J. Field trips and special visitors
- K. Food experiences
  - 1. Meals
  - 2. Snacks
- L. Program planning and evaluating
- M. Teacher-parent relations
- N. World's children
- O. The Profession
  - 1. Past
  - 2. Present
  - 3. Future

**V. METHODS OF INSTRUCTION:**

- A. Weekly lecture time with a percentage of this time devoted to student participation and discussion
- B. Assignments that require reading of course materials outside of regular class time
- C. Completion of assignments that involve the use of writing skills
- D. Presentations
- E. Audio-visual presentations
- F. Demonstrative experiments
- G. Problem-solving assignments
- H. Field Trips
- I. Computer-aided instruction

**VI. TYPICAL ASSIGNMENTS:**

- A. Reading:
  - 1. Read Chapter 2, "Children, The Early Years" and answer questions 1 – 6 at the end of the chapter.
- B. Observation Assignments:
  - 1. You will be required to write two observations using forms provided by the instructor. An outline of what to include will be handed out later and examples will be included.
- C. Oral Report:
  - 1. You will be required to give an oral presentation on a topic taken from a suggestion list or one of your own choices. Your presentation will be about what you have learned through your research. Use an outline as a guide, but do not read it word-for-word. Use the whiteboard, charts, or other materials to enhance your project. Suggested projects may include: understanding children ages birth to two, middle childhood, or promoting children's safety,
- D. The Portfolio
  - 1. The portfolio will include all of your skills and abilities to show a prospective employer at an interview. The portfolio should include the following: letter of introduction, letters of recommendation, copy of TB test, samples of professional competencies, practical experience, and a self-evaluation.

**VII. EVALUATION:**

A. Methods of Evaluation will consist of components that demonstrate the student's proficiency in course objectives. These include:

1. Written tests in the form of:
  - a) Question/answer tests
  - b) Essay (Example: Discuss the role of the adult in the preschool setting)
  - c) Evaluation of research and/or term papers
  - d) Special projects (Example: Child Development portfolio)
  - e) Final Examinations
2. Other methods may include:
  - a) True/false tests
  - b) Matching item tests
  - c) Multiple choice tests
  - d) Completion tests
  - e) Special projects
  - f) On-site teacher evaluations

B. Frequency of Evaluation:

1. Weekly assignments
2. Monthly unit tests
3. One midterm
4. One final exam

**VIII. TYPICAL TEXTS:**

A. Brown & Benchmark, Annuals Edition in Early Childhood Education, Most recent edition updated every year

B. Essa, Eva, Introduction to Early Childhood Education, Delmar, 1998

C. Hildebrand, Verna, Introduction to Early Childhood Education, Michigan State University, 1996

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: NONE**