



## ARTICULATION AGREEMENT

Date Approved 04/20/18

<b>Yuba College Course:</b>	<b>Dept:</b> Social Science <b>Course No:</b> ECE 3 <b>Title:</b> Child Growth and Development	<b>High School or ROP Course:</b>  <b>Hours:</b>	Child Development and Guidance  174 hrs
<b>College:</b>	Yuba College	<b>School/ROP:</b>	Yuba City High School

### A. COLLEGE UNITS: ECE 3 - 3 Units

#### A. GENERAL COURSE DESCRIPTION FOR ECE 3:

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. Designed as a foundation course for careers in ECE, Education, Human Services, Health and related fields.

#### F. COURSE CONTENT FOR ECE 3:

1. Introduction to developmental perspective (domains of development)
2. Major current and historical theoretical frameworks of child development
  - a. Psychoanalytic (Freud and Erikson)
  - b. Behaviorism (Skinner and Pavlov)
  - c. Cognitive (Piaget)
  - d. Sociocultural (Vygotsky)
  - e. Epigenetic (Bronfenbrenner)
3. Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research
4. Heredity and genetics
5. Conception and prenatal development
6. Birth: physiology, psychology, social and cultural influences
7. Infant and toddler development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education)
8. Play-years development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education)
9. Middle childhood development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education)
10. Adolescent development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education)

11. Bilingual development and theories of language learning and bilingualism
12. Gender roles; childhood and adolescent sexuality
13. Contemporary social issues that impact children's development
14. The role and influence of family and caregivers
15. The role and influence cultural and societal impacts

**G. COMPETENCIES AND SKILL REQUIREMENT (PERFORMANCE OBJECTIVES) FOR ECE 3:**

**At the conclusion of this course, the student should be able to:**

Students will analyze major developmental milestones for typical and atypical children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

**H. CREDIT BY EXAMINATION CRITERIA:**

Students must obtain a grade of 'B' or better in the course and a grade of 'C' or better on the final examination and Portfolio.

**I. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

1. The high school/ROP instructor will enter an articulation agreement with Yuba College.
2. Students will enroll into the CTE Transitions Program during the academic year at their high school/ROP.
3. When the student has completed the approved credit by examination criteria for the course the high school/ROP instructor will provide CTE Transitions Program Office the course grade and final exam grade.
4. CTE Transitions Program processes students that met credit by examination criteria.
5. Students are awarded transcript credit for the articulated course in which they completed.

**J. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

A Child's World, 13<sup>th</sup> Edition Papalia, Feldman

**Agreement was based on Statewide Career Pathways Project template: Yes  No**

**Name of Template used:** Early Care & Education Field Experience

This agreement will be reviewed annually.

**Signatures are provided per the Articulation Credit by Examination Agreement Form:**

**HIGH SCHOOL/ROP/DISTRICT SIGNATURE:**

Requested by:

Sileen Brubaker 3/10/17  
High School Instructor (Print & Sign) Date

\_\_\_\_\_  
High School Dept Chair/Coordinator (Print & Sign) Date

Robert Poove 12/4/17  
High School Principal (Print & Sign) Date

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ROP Director (If Applicable) (Print & Sign) Date

**COLLEGE SIGNATURES:**

Approved by: [Signature] 2/23/18  
College Instructor Date

[Signature] 04/16/18  
Campus Dean/Department Dean Date

[Signature] 4/20/18  
V.P. Academic and Student Services/  
Articulation Officer Date