

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE:

ECE 103 Child Growth and Development (formerly PSY 109-Child Psychology)

COURSE DESCRIPTION:

This course is a study of normal development of children through age twelve with emphasis on the physical, cognitive, social and emotional components of development of the infant, toddler, preschool and school-age child (meets Office for Child Care Services guidelines for the child growth and development coursework requirement for OCCS teacher certification).

COURSE COMPETENCIES: After completing this course the student should be able to describe growth and development during the early childhood period with emphasis on typical developmental needs of children birth through age twelve. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how young children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, aesthetic development of all young children from birth through age twelve. (Level I, II, & III)
2. Uses knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children using developmentally appropriate practices. (Level I)
3. Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (Level I)

Curriculum development and implementation:

4. Uses a variety of strategies to encourage children physical, social, emotional, aesthetic, and cognitive developments within families and in programs for young children (Level I & II)
5. Describes the need for establishing and maintaining physically and psychologically safe and healthy learning environments for children in families and in programs for young children. (Level I & II)
6. Uses individual and group guidance and problem solving to develop positive and supportive relationships with children to encourage positive social interaction among children and promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem in children. (Level I & II)

Family and community relationships:

7. Demonstrates a sensitivity to differences in family structures and social and cultural backgrounds when considering the establishment of programs and collaborative relationships with families. (Level I)
8. Recognizes the need to communicate effectively with other

professionals concerning the needs of children and families for high quality programming to support children's development and well-being. (Level I, II)

Assessment and evaluation of young children:

9. Observes, records, and assesses young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs. (Level I, II, & III)

Professionalism:

10. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development. (Level I, II, III)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Child study and research techniques for determining typical developmental patterns.
2. Principles of typical development and typical patterns of child behavior.
3. Major theories of child growth and development: maturationalists, cognitivists, behaviorists, and eclectic viewpoints.
4. Definition of differing areas of development: physical, social, emotional, and cognitive growth and development.
5. The prenatal period: its inception and normal development with look at atypical occurrences.
6. The infancy period: its milestones in growth and development; ways to meeting the needs of the infant in bio-physical, psychosocial, and cognitive-linguistic areas.
7. The toddler period: its milestones in growth and development and complex needs in bio-physical, psychosocial, and cognitive-linguistic areas.
8. The preschool period: its milestones in growth and development and complex need in bio-physical, psychosocial, and cognitive-linguistic areas.
9. The school-age period: its milestones in growth and development and complex needs in bio-physical, psychosocial, and cognitive-linguistic areas.
10. Social issues affecting early childhood development and the current societal issues, trends, and concerns affecting positive growth and development in young children.

CONTENT OBJECTIVES:

After completing the course, the student should be able to describe the typical growth and development of a child birth through age twelve. Upon completion of the course, the student should be able to:

1. identify methods for studying children.

2. recognize typical and atypical behaviors of children at various ages.
3. define basic theories of child development and their practical application, including, but not limited to maturationalist theory (Gesell), psychoanalytic theory (Freud & Erikson), the cognitive theory (Piaget), the behaviorist and learning theory (Skinner & Bandura), and sociocultural theory (Vygotsky).
4. define the bio-physical, cognitive-linguistic, and psycho-social areas of development and apply their descriptions to children of differing ages.
5. identify the basic principles, describe the areas of emphasis, and explain concerns of the bio-physical, cognitive-linguistic, and psycho-social areas of development during the infant/toddler period, including the prenatal period.
6. identify the basic principles, describe the areas of emphasis, and explain concerns of the bio-physical, cognitive-linguistic, and psycho-social areas of development during the preschool period.
7. identify the basic principles, describe areas of emphasis, and explain concerns of the bio-physical, cognitive-linguistic, and psycho-social areas of development during the schoolage period.
8. describe the function of play in general development for learning, for cognitive growth, to enhance linguistic development, and to strengthen psycho-social skills and learning.
9. identify and understand the child as a whole child and identify factors in the child's environment affecting the child and his or her family which might affect the child's optimal growth and development.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Berger, K. (2006). The developing person through childhood (4th ed.). New York: Worth Publishing.

Annual Editions: Child growth and development. (current year's edition). New York: McGraw Hill/Dushkin. (Recommended only)

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of study assignments and observations of children in both family and program settings so as to provide the student with real children to whom they might apply the theoretical principles being studied.

Level III competencies:

A project or research paper with an application component that requires the student to apply knowledge learned and observed to determine developmental issues or solve problems in developmental needs with an actual child or a "theoretical" child.

PREREQUISITE(S).

Grade of C or better in Academic Reading III (098) AND Academic Writing III (ESL 098) OR Reading Skills (RDG 095) and ENG 090 or exemption from reading and writing requirements by placement testing.

NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into

the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.