

---

Prepared by the Department of Social Sciences, Behavioral Sciences, and Human Services

Date of Departmental Approval: August 22, 2016

Date approved by Curriculum and Programs: October 28, 2016

Effective: Fall 2017

**Course Number: ECE110**

**Course Title: Child Growth and Development**

**1. Description:** This course examines child development from conception to age 9 by considering the complex interaction between hereditary and environmental factors. Children's physical, social, emotional, and cognitive development are discussed, as well as the implications for developmentally appropriate practice. It includes the theories of Erikson, Piaget, and Vygotsky. Students are required to observe children in a childcare setting. This course is restricted to applicants for State certification as a teacher of infants, toddlers, and/or preschool children.

**2. Student Learning Outcomes:**

Upon successful completion of this course, students are able to do the following.

1 Standard: Promoting Child Development & Learning

- 1a. Knowing and understanding young's children's characteristics and needs.
- 1b. Knowing and understanding the multiple influences on development and learning.
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

2 Standard: Building Family & Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics.
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.

3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

4 Standard: Using Developmentally Effective Approaches

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.

5 Standard: Using Content Knowledge to Build Meaningful Curriculum

- 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

6 Standard: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.

**3. Credits:** 3 credits

**4. Satisfies a General Education Requirement:** No

**5. Prerequisite:** None

**6. Semesters Offered:** Fall, Spring, Summer

7. **Suggested General Guidelines for Evaluation:** Students are evaluated through quizzes, each consisting of short answer and multiple choice questions; observational activities with infants, toddlers and preschoolers; a short (3pp.) research paper on a topic of their choice; and student-directed activities with children.
  
9. **General Topical Outline (Optional):** All aspects of child development including cognitive, social, emotional and physical development, the role of genetics and the environment in influencing the development of children from conception through the early childhood years, major theories of child development, including Erikson, Piaget, Vygotsky, application and implications of child development theory to developmentally appropriate practice in early childhood settings.