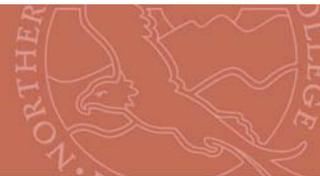




## SYLLABUS TEMPLATE

<b>Course Number Course Name</b>	ECE 202 Child Growth, Development, and Learning
<b>Credit Value (Breakdown of theory and lab credits)</b>	3 theory
<b>Catalog Course Description</b>	This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized. (Fall) (3, 3T+0L)
<b>Student Learning Outcomes of the Course</b>	<p><b>A1. – Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.</b></p> <ol style="list-style-type: none"> <li>1. Define in general terms child development stages and learning processes.</li> <li>2. Explain how developmental variations and family culture, language, and environment influence a child's growth and development.</li> <li>3. Discuss the relationship between theories of growth, development, and learning and early childhood education practices birth through grade 3.</li> <li>4. Plan and implement lessons that demonstrate knowledge of developmental variations.</li> <li>5. Plan and implement lessons/activities that reflect knowledge of each family's culture, language, and environment.</li> </ol> <p><b>A2. – Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.</b></p> <ol style="list-style-type: none"> <li>1. Discuss ways in which biological, maturational, and environmental factors interact to influence the physical, social, emotional, cognitive and cultural domains in the growth and development of children.</li> <li>2. Use knowledge of biological, maturational, and environmental factors to foster healthy growth and development of children.</li> <li>3. Demonstrate understanding of the developmental consequences of stress or trauma; protective factors, resilience, and the development of mental health; and the importance of supportive relationships with adults and peers.</li> </ol> <p><b>A3. – Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities.</b></p> <ol style="list-style-type: none"> <li>1. Identify activities and strategies that facilitate individual growth and learning.</li> <li>2. Identify responses to specific children's behaviors in the context of their development, their strengths, delays, or risk factors.</li> <li>3. Demonstrate knowledge of specific developmental delays, developmental disabilities, and risk factors influence development.</li> </ol>



4. Describe how the characteristics associated with developmental delays, developmental disabilities, and risk factors influence development.
5. Observe and identify individual differences and risk factors in relationship to development and learning.

**A4. – Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities.**

1. Develop and articulate a personal philosophy of acceptance and respect for all children.
2. Discuss the diversity of all children in growth and development, temperament, personality, learning style, etc.
3. Identify, affirm, and respond appropriately to the similarities among children who are developmentally typical, and those with diverse abilities.
4. Model words and actions with all children, families, peers, and community members that accept and affirm children’s similarities and individual differences which would incorporate the use of Person First Language.

**A7. – Demonstrate Knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.**

1. Describe the relationship between children’s language development and cognitive, social, and emotional development.
2. Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities.
3. Identify and develop language-based activities that support cognitive, social, and emotional growth and development.

**A8. – Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.**

1. Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
2. Describe the relationship between language development and cognitive development.
3. Demonstrate knowledge of language and literacy development.
4. Develop activities that promote development of language and literacy in the context of the family and culture.

**A9. – Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.**

1. Observe and identify how children develop and use communication strategies to meet their needs.
2. Describe how adults support the child’s use of verbal, non-verbal, and alternative means of communication.
3. Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
4. Identify appropriate strategies to respond to children’s communication cues.

**A10. – Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.**



	<ol style="list-style-type: none"> <li>1. Describe how emotional, behavioral, and communicative processes are interdependent.</li> <li>2. Observe and describe how adults facilitate children’s ability to identify and express their feelings in appropriate ways.</li> <li>3. Identify differing ways of responding to children’s behaviors and appropriate ways of responding in early childhood classroom settings.</li> <li>4. Develop techniques and strategies to assist children in identifying and expressing their feelings in appropriate ways within the context of the family and/or culture.</li> <li>5. Develop strategies and techniques to assist children in learning the skills to identify, understand, manage, and express their feelings in appropriate ways within the context of family and culture.</li> <li>6. Identify socially and emotionally appropriate strategies and techniques to increase respectful communication, thinking, and behavior.</li> </ol> <p><b>A11. – Use appropriate guidance to support the development of self- regulatory capacities in young children.</b></p> <ol style="list-style-type: none"> <li>1. Identify the factors that support the development of self-regulatory capacities in children.</li> <li>2. Develop activities and techniques that support the development of self-regulation in children, which allows them to assume responsibility for regulating their actions and behaviors.</li> <li>3. Use current knowledge of the development of self-regulation in curriculum planning and arranging environments.</li> <li>4. Identify, show commitment to, and have the requisite skills needed to respond to children’s behaviors in an emotionally safe and appropriate manner.</li> <li>5. Identify appropriate practices and techniques to help children build mutually respectful friendships and learn the skills required to resolve conflicts creatively.</li> </ol>
<p><b>College-Wide Student Learning Outcomes</b></p>	<p>ECE 202 learning objectives align with the following NNMC College Wide Goals:</p> <p><b>Communication</b>            NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.            NNMC 1.b – Speak coherently and appropriately for various audiences and situations.            NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.</p> <p><b>Critical Thought</b>            NNMC 2.a – Analyze and synthesize information.            NNMC 2.d – Function as independent thinkers and as members of collaborative groups.</p> <p><b>Cultural Competence</b>            NNMC 3.a – Understand and appreciate cultural diversity.</p> <p><b>Information Literacy</b>            NNMC 4.b – Locate relevant information in printed and electronic form and credit it properly.</p>



	<p>NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software.</p> <p>NNMC 4.f – Use the internet to communicate effectively through e-mail and other communication tools.</p>
--	--