

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | FOUNDATIONS OF CHILD DEVELOPMENT ECED 1002 | COURSE INFORMATION

COURSE DESCRIPTION

This course is concerned with human development from prenatal through elementary education with particular emphasis on the preschool child including children with developmental delays, disabilities, language and/or cultural differences. The early childhood developmental benchmarks through successive stages will be studied in depth. This course requires ten hours of observation (in an instructor-approved center) in the following age groups: infants, toddler, preschoolers and school age (5 years through 8 years) in order to complete the course.

Prerequisite: Determined by individual college

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

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| | COURSE OBJECTIVE | ALIGNMENT WITH STANDARDS |
| 1 | Early Childhood theories of learning and development | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 2 | How all children, including children with developmental delays, disabilities, language and/or cultural differences, grow and develop through successive stages in all domains of development. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1 |
| 3 | The current research on early brain development. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a and 1c); CKC's. Promoting Child Development and Early Learning, 1.A.1 |
| 4 | The influences of heredity and environment and how they impact a child's development. | OSEP, Working with Children and Families from Diverse Backgrounds; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c);CKC's, Promoting Child Development and Early Learning, 1.A.1 |
| 5 | A variety of observation and assessment tools to gather information about a child's growth and development. | OSEP, Collecting Data for Progress Monitoring; DEC, Assessment A9; EI/ECSE, Assessment Process; NAEYC, 1b, Promoting Child Development and Early Learning, 3b, Observing, Documenting and Assessing,; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1d; and Standard Three, Child Observation, Documentation and Assessment, 3b);CKC's, Promoting Child Development and Early Learning, 1.A.1 |

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| | COURSE OBJECTIVE | ALIGNMENT WITH STANDARDS |
| 6 | How children differ in their development and approaches to learning. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b); CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 7 | The benefits of childcare professionals and parents understanding typical and atypical child development. | OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F6; EI/ECSE, Partnering with Families and Child Development and Early Learning; NAEYC, 1b, Promoting Child Development and Early Learning, Building Family and Community Relationships, 2a; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b and Standard Two, Family Teacher Partnerships and Community Connections, 2b and 2c); CKC's, Promoting Child Development and Early Learning, 1.A.1, Building Family and Community Relationships, 5.A.1, 5.A.2 |
| 8 | Partnerships with parents to support all children's development including children with developmental delays, disabilities, language and/or cultural differences | OSEP, Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, DEC, Family, F1 and F6; EI/ECSE, Partnering with Families; NAEYC, Building Family and Community Relationships, 2a; (PS&C for ECE Family Teacher Partnerships and Community Connections, 2b); CKC's Building Family and Community Relationships, 5.A.1, 5.A.2 |

Student Outcomes: Upon completion of this course, students will be able to:

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| | STUDENT OUTCOMES | ALIGNMENT WITH STANDARDS |
| 1 | Examine and discuss the various early childhood theories of development and learning. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 2 | Discuss how children grow and develop. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 3 | Discuss the current research on brain development. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 4 | Identify the influences of heredity and environment and how they impact a child's development | OSEP, Working with Children and Families from Diverse Backgrounds; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c); CKC's, Promoting Child Development and Early Learning, 1.A.1 |
| 5 | Demonstrate understanding of observation and assessment tools to gather information about a child's growth and development | OSEP, Collecting Data for Progress Monitoring; DEC, Assessment A9; EI/ECSE, Assessment Process; NAEYC, 1b, Promoting Child Development and Early Learning, 3b, Observing, Documenting and Assessing; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1d; and Standard Three, Child Observation, Documentation and Assessment, 3b); CKC's, Promoting Child Development and Early Learning, 1.A.1 |

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| | STUDENT OUTCOMES | ALIGNMENT WITH STANDARDS |
| 6 | Recognize how children differ in their development and approaches to learning. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b); CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 7 | Analyze the benefits of childcare professionals and parents understanding typical and atypical child development. | OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F6; EI/ECSE, Partnering with Families and Child Development and Early Learning; NAEYC, 1b, Promoting Child Development and Early Learning, Building Family and Community Relationships, 2a; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b and Standard Two, Family Teacher Partnerships and Community Connections, 2b and 2c); CKC's, Promoting Child Development and Early Learning, 1.A.1, Building Family and Community Relationships, 5.A.1, 5.A.2 |
| 8 | Discuss how partnerships with parents support all children's development including children with developmental delays, disabilities, language and/or cultural differences | OSEP, Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, DEC, Family, F1 and F6; EI/ECSE, Partnering with Families; NAEYC, Building Family and Community Relationships, 2a; (PS&C for ECE Family Teacher Partnerships and Community Connections, 2b); CKC's Building Family and Community Relationships, 5.A.1, 5.A.2 |

Course Content:

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| | COURSE CONTENT | ALIGNMENT WITH STANDARDS |
| 1 | Theories of child development and learning. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 2 | How children, prenatal to age 8, grow and develop. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 3 | Brain Development research. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1; |
| 4 | The influences of heredity and environment and how they impact a child's development. | OSEP, Working with Children and Families from Diverse Backgrounds; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c); CKC's, Promoting Child Development and Early Learning, 1.A.1 |
| 5 | Observation and assessment tools to gather information about a child's growth and development | OSEP, Collecting Data for Progress Monitoring; DEC, Assessment A9; EI/ECSE, Assessment Process; NAEYC, 1b, Promoting Child Development and Early Learning, 3b, Observing, Documenting and Assessing; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1d; and Standard Three, Child Observation, Documentation and Assessment, 3b); CKC's, Promoting Child Development and Early Learning, 1.A.1 |
| 6 | How children differ in their development and approaches to learning. | EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b); CKC's. Promoting Child Development and Early Learning, 1.A.1; |

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| | COURSE CONTENT | ALIGNMENT WITH STANDARDS |
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| 7 | The benefits of childcare professionals and parents understanding typical and atypical child development. | OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F6; EI/ECSE, Partnering with Families and Child Development and Early Learning; NAEYC, 1b, Promoting Child Development and Early Learning, Building Family and Community Relationships, 2a; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b and Standard Two, Family Teacher Partnerships and Community Connections, 2b and 2c); CKC’s, Promoting Child Development and Early Learning, 1.A.1, Building Family and Community Relationships, 5.A.1, 5.A.2 |
| 8 | Partnerships with parents to support all children’s development including children with developmental delays, disabilities, language and/or cultural differences | OSEP, Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, DEC, Family, F1 and F6; EI/ECSE, Partnering with Families; NAEYC, Building Family and Community Relationships, 2a; (PS&C for ECE Family Teacher Partnerships and Community Connections, 2b); CKC’s Building Family and Community Relationships, 5.A.1, 5.A.2 |

STANDARDS

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

KEY EXPERIENCES

1. Observations of children at infancy, toddler, preschool and school age.
2. Group presentations on child theorists and theories.
3. Introduction to developmental domains and continuum of developmental milestones.
4. Review current findings on brain development.
5. Research the influences of heredity and environment on a child’s development.
6. Introduction to observation and assessment tools and practices.
7. Compare and contrast various developmental approaches to learning.
8. Exploration of the importance and benefits of parents and childcare professionals working together to support typical and atypical children.

RESOURCES

Books

- Arnett & Maynard, (2017); Child Development: A Cultural Approach; Pearson Building Your Babies Brain, Diane Trister Dodge, ISBN-13: 978-1879537415

Websites

- Ct. Office of Early Childhood ELDS
<https://www.ctoec.org/connecticut-early-learning-and-development-standards-ct-elds/ct-elds-forms-and-documents/>
- Center on the Developing Child, Harvard University
<https://developingchild.harvard.edu/resourcetag/brain-architecture/>
- Center for Disease Control and Prevention
<https://www.cdc.gov/ncbddd/childdevelopment/facts.html>
- CDC – Milestones:
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-1yr.html>
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-2yr.html>
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-3yr.html>
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-4yr.html>
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-5yr.html>
<https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html>
(with links)
- Healthline
<https://www.healthline.com/health/childrens-health/stages-of-child-development#school-age>
- Theories in brief with links:
<https://www.verywellmind.com/child-development-theories-2795068>
- The Secret Life of the Brain:
https://www.youtube.com/watch?v=U0L0mYi_ftc
<https://www.youtube.com/watch?v=DK4NhmY5bK0>
- Division for Early Childhood of the Council for Exceptional Children
<https://www.dec-sped.org/ei-ecse-standards>
- Zero to Three Baby Brain Map
<https://www.zerotothree.org/resources/529-baby-brain-map>

Videos

- 11 Amazing TED Talks About Children and Early Childhood Education
<https://www.early-childhood-education-degrees.com/11-amazing-ted-talks-about-children-and-early-childhood-education/>
- Brain Building
<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/child-development-brain-building>
- The Science Behind Early Childhood Development
<https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/>
Babies the Movie; Focus Films

Podcasts

- The Preschool Podcast
<https://blog.himama.com/preschool-podcast-ksandra-earle/>
Intentional Inclusion for Multicultural Early Learning Classrooms

Articles

- From Neurons to Neighborhoods
<https://eclkc.ohs.acf.hhs.gov/school-readiness/foundations-school-readiness-fostering-developmental-competence-earliest-years/neurons-neighborhoods-science-early-childhood>

Children's Books

- Stuve-Bodeen, S., 1998. We Will Paint the Octopus Red, Woodbine House
Read Aloud on You Tube
<https://www.youtube.com/watch?v=O6ZBXPgBDfk>

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| DATE | TOPIC AND LEARNING ACTIVITY | ALIGNMENT WITH COURSE OBJECTIVES | ASSIGNMENTS | ALIGNMENT WITH STUDENT OUTCOMES |
| Week 1 | Go over syllabus and discussion for requirement of observations. | | | |
| 2 | <i>*Child theorists and theories.</i> | CO 1 | | SO 1 |
| 3 | <i>*Child theorists and theories. continued</i> | CO 1 | <i>*Group presentations on child theorists</i> | SO 1 |

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|------|---|----------------------------------|---|---------------------------------|
| 4 | <i>*Introduction to developmental domains and continuum of developmental milestones.</i> | CO 2 | | SO 2 |
| 5 | Review current research on brain development. | CO 3 | | SO 3 |
| 6 | <i>*Research the influences of heredity and environment on a child's development.</i> | CO 4 | | SO 4 |
| 7 | Infant Development | CO 2 | | SO 2 |
| 8 | <i>*Discussion of appropriate observation strategies, assessment tools and practices.</i> | CO 4 | <i>*Observations of infants (CO 2 and SO 2)</i> | SO 4 |
| 9 | Toddler Development | CO 2 | | SO 2 |
| 10 | | CO 2 | <i>*Observations of toddlers</i> | SO 2 |
| 11 | Preschool Development | CO 2 | | SO 2 |
| 12 | <i>*Compare and contrast various developmental approaches to learning</i> | CO 5 | <i>*Observations of preschoolers CO 2 and SO 2)</i> | SO 5 |
| 13 | School Age Development | CO 2 | <i>*Observations of school age children</i> | SO 2 |
| 14 | <i>*Exploration of the importance and benefits of parents and childcare professionals working together to support typical and atypical children</i> | CO 6 and 7 | | SO 6 and 7 |
| 15 | | | | |

*Key Experience