

**MasterCourse Outline
With Sample Syllabus**

Foundations of Child Development

ECED 1002

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:

| Course Objective | Alignment with Standards |
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| 1. Early Childhood theories of learning and development | OSEP: Intervention and Instruction and Social & Emotional Development DEC/EI/ECSE: All of Standard 1 PS&C for ECE: 1a, b, c CKCs: 1.A.1, 1.B.1., 2.A.1, 2.A.2, 3.A.2, 3.A.3 |
| 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. | OSEP: Social & Emotional Development DEC/EI/ECSE: 1.2, 1.3 and 1.4 PS&C for ECE: 1a, 1b, and 1c CKCs: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 2.B.2, 2.B.3., 3.A.2, 3.A.3 |
| 3. The current research on early brain development. | DEC/EI/ECSE: 1.1, 1.3 PS&C for ECE: 1a |

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| | CKCs: 1.A.1, 1.A.2, 1.B.2 |
| 4. The influences of heredity and environment and how they impact a child's development. | OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social & Emotional Development DEC/EI/ECSE: 1.3, 1.4 PS&C for ECE: 1b, 1c and 2a CKC's: 1.A.1, 1.B.1, and 1.B.2, and 5.A.1 |
| 5. A variety of observation and assessment tools to gather information about a child's growth and development. | OSEP: Observing and Collecting Data for Progress Monitoring DEC/EI/ECSE: 4.1, 4.2 PS&C for ECE: 3a, 3b and 3c CKCs: 4.A.1, 4.A.2, and 4.A.3 |
| 6. How children differ in their development and approaches to learning. | OSEP: Working with Children and Families from Diverse Backgrounds, Intervention, and Instruction DEC/EI/ECSE: 1.2, 1.3 and 1.4 PS&C for ECE: 1b, 1c and 1d CKCs: 1.A.1, 1.B.1, and 1.B.2, 1.B.3, 2.B.2 and 2.B.3 |
| 7. The benefits of childcare professionals and parents understanding typical and atypical child development. | OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaborating DEC/EI/ECSE: 2.3, and 6.1 PS&C for ECE: 1d; 2b; and 2c CKCs: 5.A.1; 5.A.2, 5.B.1, and 5.B.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/EI/ECSE: Standard 2.1, 2.2, PS&C for ECE: All of Standard 2, and 3d CKCs: All of Domain 5 |

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

| Student Outcomes: | Alignment with standards |
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| 1. Examine and discuss the various early childhood theories of development and learning. | OSEP: Intervention and Instruction and Social & Emotional Development DEC/EI/ECSE: All of Standard 1 |

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| | <p>PS&C for ECE: 1a, b, c CKCs: 1.A.1, 1.B.1., 2.A.1, 2.A.2, 3.A.2, 3.A.3</p> |
| 2. Discuss how children grow and develop. | <p>OSEP: Social & Emotional Development DEC/EI/ECSE: 1.2, 1.3 and 1.4 PS&C for ECE: 1a, 1b, and 1c CKCs: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 2.B.2, 2.B.3., 3.A.2, 3.A.3</p> |
| 3. Discuss the current research on brain development. | <p>DEC/EI/ECSE: 1.1, 1.3 PS&C for ECE: 1a CKCs: 1.A.1, 1.A.2, 1.B.2</p> |
| 4. Identify the influences of heredity and environment and how they impact a child's development | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social & Emotional Development DEC/EI/ECSE: 1.3, 1.4 PS&C for ECE: 1b, 1c and 2a CKC's: 1.A.1, 1.B.1, and 1.B.2, and 5.A.1</p> |
| 5. Demonstrate understanding of observation and assessment tools to gather information about a child's growth and development | <p>OSEP: Observing and Collecting Data for Progress Monitoring DEC/EI/ECSE: 4.1, 4.2 PS&C for ECE: 3a, 3b and 3c CKCs: 4.A.1, 4.A.2, and 4.A.3</p> |
| 6. Recognize how children differ in their development and approaches to learning. | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Intervention, and Instruction DEC/EI/ECSE: 1.2, 1.3 and 1.4 PS&C for ECE: 1b, 1c and 1d CKCs: 1.A.1, 1.B.1, and 1.B.2, 1.B.3, 2.B.2 and 2.B.3</p> |
| 7. Analyze the benefits of childcare professionals and parents understanding typical and atypical child development. | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaborating DEC/EI/ECSE: 2.3, and 6.1 PS&C for ECE: 1d; 2b; and 2c CKCs: 5.A.1; 5.A.2, 5.B.1, and 5.B.2</p> |
| 8. Discuss how partnerships with parents support all children's development including children with developmental delays, disabilities, language and/or cultural differences | <p>OSEP: Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families DEC/EI/ECSE: Standard 2.1, 2.2, PS&C for ECE: All of Standard 2, and 3d</p> |

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| | CKCs: All of Domain 5 |
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Course Content:

| Course Content: | Alignment with Standards |
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| 1. Theories of child development and learning. | OSEP: Intervention and Instruction and Social & Emotional Development DEC/EI/ECSE: All of Standard 1 PS&C for ECE: 1a, b, c CKCs: 1.A.1, 1.B.1., 2.A.1, 2.A.2, 3.A.2, 3.A.3 |
| 2. How children, prenatal to age 8, grow and develop. | OSEP: Social & Emotional Development DEC/EI/ECSE: 1.2, 1.3 and 1.4 PS&C for ECE: 1a, 1b, and 1c CKCs: 1. A.1, 1.A.2, 1.B.1, 1.B.2, 2.B.2, 2.B.3., 3.A.2, 3.A.3 |
| 3. Brain Development research. | DEC/EI/ECSE: 1.1, 1.3 PS&C for ECE: 1a CKCs: 1.A.1, 1.A.2, 1.B.2 |
| 4. The influences of heredity and environment and how they impact a child's development. | OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social & Emotional Development DEC/EI/ECSE: 1.3, 1.4 PS&C for ECE: 1b, 1c and 2a CKC's: 1.A.1, 1.B.1, and 1.B.2, and 5.A.1 |
| 5. Observation and assessment tools to gather information about a child's growth and development | OSEP: Observing and Collecting Data for Progress Monitoring DEC/EI/ECSE: 4.1, 4.2 PS&C for ECE: 3a, 3b and 3c CKCs: 4.A.1, 4.A.2, and 4.A.3 |
| 6. How children differ in their development and approaches to learning. | OSEP: Working with Children and Families from Diverse Backgrounds, Intervention, and Instruction DEC/EI/ECSE: 1.2, 1.3 and 1.4 PS&C for ECE: 1b, 1c and 1d CKCs: 1.A.1, 1.B.1, and 1.B.2, 1.B.3, 2.B.2 and 2.B.3 |

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| <p>7. The benefits of childcare professionals and parents understanding typical and atypical child development.</p> | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaborating DEC/EI/ECSE: 2.3, and 6.1 PS&C for ECE: 1d; 2b; and 2c CKCs: 5.A.1; 5.A.2, 5.B.1, and 5.B.2</p> |
| <p>8. Partnerships with parents to support all children’s development including children with developmental delays, disabilities, language and/or cultural differences</p> | <p>OSEP: Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families DEC/EI/ECSE: Standard 2.1, 2.2, PS&C for ECE: All of Standard 2, and 3d CKCs: All of Domain 5</p> |

Standards:

CT State Core Knowledge and Competencies (CKCs)

<https://www.ctoec.org/professional-development-and-technical-assistance/core-knowledge-and-competency-frameworks/>

Division for Early Childhood/Early Intervention/Early Childhood Special Education (DEC/EI/ECSE)

<https://www.dec-sped.org/ei-ecse-standards>

<https://www.dec-sped.org/>

Office of Special Education Programs (OSEP)

<https://www2.ed.gov/about/offices/list/osers/osep/index.html>

Professional Standards and Competencies for Early Childhood Educators for ECE (PS&C for ECE)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

Key Experiences

(CO 2, CO 5 and CO 6) Observations of children at infancy, toddler, preschool and school age.

(CO 1) Group presentations on child theorists and theories.

(CO 2) Introduction to developmental domains and continuum of developmental milestones.

(CO 3) Review current findings on brain development.

(CO 4) Research the influences of heredity and environment on a child's development.

(CO 5) Introduction to observation and assessment purposes, tools and practices.

(CO 6) Compare and contrast various developmental approaches to learning.

(CO 7 and CO 8) Exploration of the importance and benefits of parents and childcare professionals working together to support children who are developing typically and atypically.

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=UOL0mYi_ftc

<https://www.youtube.com/watch?v=DK4NhmY5bK0>

Family and Community Engagement with lots of links

<https://www.ed.gov/family-and-community-engagement?src=rn>

Division for Early Childhood of the Council for Exceptional Children

<https://www.dec-spced.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>

| Date | Topic and Learning Activity | Alignment with Course Objectives | Assignments | Alignment with Student Outcomes |
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| Week One | Go over syllabus and discussion for requirement of observations. | | | |
| Week Two | *Child theorists and theories. | CO 1 | | SO 1 |
| Week Three | *Child theorists and theories. continued | CO 1 | *Group presentations on child theorists | SO 1 |
| Week Four | *Introduction to developmental domains and continuum of developmental milestones. | CO 2 | | SO 2 |
| Week Five | Review current research on brain development. | CO 3 | | SO 3 |
| Week Six | *Research the influences of heredity and environment on a child's development. | CO 4 | | SO 4 |
| Week Seven | Infant Development | CO 2 | | SO 2 |
| Week Eight | *Discussion of appropriate observation strategies, assessment tools and practices. | CO 4 | *Observations of infants (CO 2 and SO 2) | SO 4 |
| Week Nine | Toddler Development | CO 2 | | SO 2 |
| Week Ten | | CO 2 | *Observations of toddlers | SO 2 |

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| Week Eleven | Preschool Development | CO 2 | | SO 2 |
| Week Twelve | *Compare and contrast various developmental approaches to learning | CO 5 | *Observations of preschoolers CO 2 and SO 2) | SO 5 |
| Week Thirteen | School Age Development | CO 2 | *Observations of school age children | SO 2 |
| Week Fourteen | *Exploration of the importance and benefits of parents and childcare professionals working together to support typical and atypical children | CO 6 and 7 | | SO 6 and 7 |
| Week Fifteen | | | | |

***Key Experience**