

SYLLABUS
PART I
EDISON STATE COMMUNITY COLLEGE
ECE 115S EARLY CHILDHOOD DEVELOPMENT
3 CREDIT HOURS

COURSE DESCRIPTION

Focuses on applying knowledge of the characteristics and needs of young children, prenatal to age eight, for the creation of healthy, respectful, supportive, challenging, and effective learning environments. Multiple and interrelated influences on the development and learning of young children will be examined. Lab fee.

COURSE GOALS

In relation to young children, from prenatal to age eight, students will:

Bloom's Level		Program Outcomes
1	1. Describe sequences, stages, and milestones of growth within the social, emotional, physical, and cognitive domains of development. Recognize variations of typical and atypical developmental characteristics, recognizing the importance of naturalistic observation.	1
1	2. Recognize that developmental domains are interrelated and provide examples of interrelationships among developmental domains.	1, 2, 12
1	3. Identify examples of and describe historical and contemporary theories and developmental research (e.g., psychoanalytic, behaviorist, cognitive, socio-cultural, constructivist, and ecological systems) on the developmental characteristics and needs of young children, including language, play, and approaches to learning.	2, 11, 12, 13, 18
1	4. Identify examples of and interpret multiple influences on development and learning, which include the diverse contexts for development (including cultural, economic, political, historical, societal, and linguistic), ecological contexts (home, community, support systems, etc.), genetic and environmental influences, child's health status, individual developmental variations, and opportunities to play, learn, and access technology.	2, 11, 12, 13, 14
3	5. Apply knowledge of developmental research to identify early childhood learning environments and opportunities to learn that are healthy, respectful, supportive, challenging, and effective.	2, 11, 12, 13, 18
1	6. Recognize and discuss the central role of relationships with families, colleagues, administrators, and related service providers in promoting learning and development.	4, 5, 6
1	7. Recognize a variety of research based strategies (e.g., through the use of media or direct classroom observation) for observation, documentation, and assessment of young children.	7, 8, 9, 10

CORE VALUES

The Core Values are a set of principles that guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

TOPIC OUTLINE

1. Introduction to Child Development
2. Development and Learning Theories
3. Study of the Young Child
4. The Learning Process
5. The Adult Role in Learning – Family and Sociocultural Factors
6. Heredity, Environment, and Development
7. Prenatal and Infancy Periods
8. The Toddler
9. The PreKindergartner, Ages Three Through Six
10. Bridging the Gap: Preschool to Primary
11. Advocacy