



ECED 225-CHILD GROWTH, DEVELOPMENT & LEARNING 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

Provides students with the foundation for becoming a competent early childhood professional and knowledge of how young children grow, develop and learn. Major theories of child development will be integrated with all aspects of development. The adult's role in supporting each child's growth, development and learning will be emphasized.

Prerequisites: PSYC-120. ENGL-099 and RDNG-113 or appropriate English and Reading Accuplacer scores.

Semester Offered: Spring

Common Student Learning Outcomes

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

Course Learning Outcomes

Upon successful completion of the course, the student will be able to...

Objectives & Competencies:

This course is part of the required program of study for an Associate of Arts degree in Early Childhood Education. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. (I.A)
2. 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. (I.B)
2. 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. (I.C)
3. Demonstrate knowledge of the similarities between children who are developing typically and those with special needs. (I.D)
4. Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills. (I.E)
6. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. (I.F)
7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (I.G)
8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. (I.H)
9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. (I.I)
10. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. (I.J)
11. Use appropriate guidance to support the development of self-regulatory capacities in young children. (I.K)