



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanity Fine Arts and Social Sciences

COURSE: PSY 2001 – Child, Growth, and Development

Date: Spring 2018

Credit Hours: 3

Prerequisite(s): none

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: ECE 912

CATALOG DESCRIPTION:

This course reviews the study of human development from conception through adolescence. It includes research methods, developmental theories, addresses the major areas of development (physical, social, emotional and cognitive) and the interaction among these areas. The relationship between theory, research and practical application is emphasized along with diversity. Considerable emphasis will be placed upon the integration of theory and research through the review and practical application of personality, behavior, biological and environmental factors, assessment techniques and research methodology.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.

IPTS	GATEWAYS ECE COMPETENCIES – LEVELS 2-5	NAEYC Standards
1A, 1C, 1D, 1G, 1L, 2A, 3J, 3O	HGD1	1a, 1b

Artifacts/ assessment assignments: assessments, learning observation activities, analysis of case studies, journal reviews, reading assignments, theory summary, time line project

2. Describes the interrelationship between developmental domains, holistic-well-being, and adaptive/living skills.

IPTS	GATEWAYS ECE COMPETENCIES – LEVELS 2-5	NAEYC Standards
1A, 1B, 1C, 1E, 2A, 2H	HGD2	1a, 1b, 2a

3. Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning.

IPTS	GATEWAYS ECE COMPETENCIES – LEVELS 2-5	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 2E, 2H, 3C, 3K, 3M, 4L	HGD3	1b, 2a

Artifacts/ assessment assignments: assessments, learning observation activities, analysis of case studies, journal reviews, reading assignments, creation of developmentally appropriate games/activities/literature, journaling

4. Interprets children’s unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition.

IPTS	GATEWAYS ECE COMPETENCIES – LEVELS 2-5	NAEYC Standards
1A, 1C, 1D, 1E, 1H, 1J, 1L, 2C, 7A, 7I	HGD4	1a, 1b, 1c, 2a, 3a

Artifacts/ assessment assignments assessments, learning observation activities, analysis of case studies, journal reviews, reading assignments, creation of developmentally appropriate games/activities/literature, journaling, article review

5. Integrates research, developmental theories, and observational data to make decisions about evidence-based practice and children’s learning and development.

IPTS	GATEWAYS ECE COMPETENCIES – LEVELS 2-5	NAEYC Standards
1C, 1D, 1E, 1L 2A, 9A	HGD5	1a, 1b, 2b

6. Justifies and promotes the use of evidence-based practices supportive of each child’s unique patterns of development and learning.

IPTS	GATEWAYS ECE COMPETENCIES – LEVELS 2-5	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1F, 2A, 2I, 2N	HGD6	1a, 1b

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.
Second Goal	
To construct a critical awareness of and appreciate diversity.	3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being and learning.

COURSE TOPICS AND CONTENT REQUIREMENTS:

UNIT 1: Theory, Research, Foundations in Child Development

History, theories, research, prenatal development

UNIT 2: Infancy and Toddlerhood

Physical growth, sexual maturation, sensory functioning, information processing theories, motor development, linguistics and aesthetics, health, nutrition, safety, brain development, cognitive-developmental theories, language development, developmental patterns related to specific disabilities, intelligence and assessment, temperament, supportive relationships, attachment identity formation self esteem, moral reasoning, parent, family relationships, influence of peers, influence of diversity, culture and environment

UNIT 3: Early childhood

Physical growth, sexual maturation, sensory functioning, information processing theories, health, nutrition, safety, brain development, cognitive-developmental theories, developmental patterns related to specific disabilities, language development, intelligence and assessment, temperament, attachment identity formation self esteem, moral reasoning, parent, family relationships, influence of peers, influence of diversity, culture and environment

UNIT 4: Middle Childhood

Physical growth, health, nutrition, safety, brain development, sexual maturation, sensory functioning, information processing theories, cognitive-developmental theories, developmental patterns related to specific disabilities, intelligence and assessment, temperament, attachment identity formation self esteem, moral reasoning, parent, family relationships, influence of peers, school, influence of diversity, culture and environment

UNIT 5: Adolescence

Physical growth, health, nutrition, safety, brain development, sexual maturation, sensory functioning, information processing theories, cognitive-developmental theories, intelligence and assessment, temperament, attachment identity formation self esteem, moral reasoning, parent, family relationships, influence of peers, school, influence of diversity, culture and environment

INSTRUCTIONAL METHODS:

The instructor may utilize lecture/discussion; collaborative group assignments, asynchronous learning components; multimedia experiences, and guided clinical/community observation practical methods. Blackboard is utilized.

INSTRUCTIONAL MATERIALS:

Text: Berk, L.E. Infants, Children and Adolescents. Boston: Allyn & Bacon; Pearson Publishing. 8th ed. 2016.

Online references:

ECE Competencies www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.

Illinois Professional Teaching Standards (IPTS 2010)

http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

- *Acceptable assignments/Assessments and artifacts:
- *Multiple choice, short answer, and essay assessments
- *Individual and/or group writing assignments requiring the analysis and application of developmental principles/journaling based on observations(Unit Observational Learning Activities) – **Competencies HGD1-HGD6 Assessment**
- *Analysis of case studies and/or classroom observation experiences
- *Creation of developmentally appropriate games/activities/literature for a target age group
- *Attend class regularly and participate in class discussion.
- *Work collaboratively with small groups
- *Read assigned text and supplemental materials
- *Complete requisite number of infant/child/adolescent observations
- *Complete written assignments that accompany observations
- *Time Line and Theory Summary

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

EDUCATION CANDIDATE DISPOSITIONS STATEMENT:

Assessment of Professional Dispositions and Behaviors

All teacher candidates will be held accountable to the IVCC ECE/EDC disposition policy and will be evaluated on an ongoing basis. Those who have engaged in behaviors that suggest a negative or inappropriate disposition will be reported to the IVCC Education Disposition Committee. This includes while they are in class, on campus, engaged in social media and electronics, interactions with other faculty, staff, and peers, and/or in any off campus activities (including observations/field experiences/clinical/student teaching). Disposition concerns are important for ALL teacher candidates (early childhood, elementary, secondary, special education and paraprofessional) as dispositions become increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible.

TEST OF ACADEMIC PROFICIENCY (TAP) OR ACT PLUS Writing:

Students pursuing a bachelor's degree in Early Childhood Education/Education field are highly encouraged to have passing scores on the TAP, ACT plus Writing or SAT prior to admission their

university of choice. Many universities admit students to the university although may not admit to the ECE/EDC program until passage. Any student who will be required to take the TAP/ACT plus Writing or SAT is strongly suggested to register for the Test within the first year of coursework at IVCC. Review test information on the TAP at <http://www.icts.nesinc.com/> or the ACT Plus Writing at <http://www.actstudent.org/writing/>.

Students pursuing the ECE AAS degree and/or certificates are NOT required to have passed the TAP, ACT plus Writing or SAT requirements. This only addresses students who are pursuing a bachelor's teaching licensure.

PLAGIARISM/ACADEMIC HONESTY:

Plagiarism comes from the Latin word *plagiare*, which means “to steal.” Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words or ideas of another as one’s own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own.

DISABILITY STATEMENT:

This course is designed to support diversity of learners and create a safe environment for all students. If you are a student with a documented cognitive, physical or psychiatric disability you *may* be eligible for academic support services such as extended test time, texts on disc, note taking services, etc. If you are interested in learning if you can receive these academic support services, please contact either Tina Hardy (tina_hardy@ivcc.edu, or 224-0284) or stop by the Disability Services Office in C-211.

Revised 11-21-17, 2/5/18

Course Competency/Assessment Methods Matrix

(PSY 2001 – CHILD, GROWTH, AND DEVELOPMENT)	Assessment Options																																																																																																																																																																																																																																																																																																																																																																																																																																							
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment (COMP.ASSESS –OLA) Gen. Ed. Goal 1 and 2)																																																																																																																																																																																																																																																																																																																																																																																																								
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D																																																																																																																																																																																																																																																																																																																																																																																																															

