



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION:** Humanity Fine Arts and Social Sciences

**COURSE:** PSY 2001 Child, Growth, and Development

Date: Spring 2022

Credit Hours: 3

*Complete all that apply or mark "None" where appropriate:*

Prerequisite(s): None

Enrollment by assessment or other measure?  Yes  No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor:  Yes  No

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**  
 **Virtual Class Meeting (VCM)**

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

### **CATALOG DESCRIPTION and IAI NUMBER (if applicable):**

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 all areas of diversity, including socio-cultural, ability, gender, family, race, ethnicity, language, ability, and religion. 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. IAI Equivalent: ECE 912/S6903

### **ACCREDITATION STATEMENTS AND COURSE NOTES:**

Illinois Professional Teaching Standards and Gateways ECE Competencies-Levels 2-5

### **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, assessments, asynchronous and synchronous learning components, written assignments, multimedia experiences, and guided observation practical methods.

## EVALUATION OF STUDENT ACHIEVEMENT:

- 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

## INSTRUCTIONAL MATERIALS:

### Textbooks

Berk, L.E. Infants, Children and Adolescents. Boston: Allyn & Bacon; Pearson Publishing.

Martorell, G. Child. New York: McGraw Hill Publishing.

### Resources

ECE Competencies [www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file](http://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](http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf)

## LEARNING OUTCOMES AND GOALS:

### Institutional Learning Outcomes

- 1) Communication – to communicate effectively
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally
- 4) Responsibility – to recognize how personal choices affect self and society

### Course Outcomes and Competencies

#### 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.

<b>IPTS</b>	<b>GATEWAYS ECE COMPETENCIES – LEVELS 2-5</b>	<b>NAEYC Standards</b>
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.

<b>IPTS</b>	<b>GATEWAYS ECE COMPETENCIES – LEVELS 2-5</b>	<b>NAEYC Standards</b>
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.

<b>IPTS</b>	<b>GATEWAYS ECE COMPETENCIES – LEVELS 2-5</b>	<b>NAEYC Standards</b>
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.

<b>IPTS</b>	<b>GATEWAYS ECE COMPETENCIES – LEVELS 2-5</b>	<b>NAEYC Standards</b>
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

**Standards full description:**

Students will need to represent these standards on their course work that will indicate their acquired knowledge of the following standards:

**Illinois Professional Teaching Standards**

IPTS- The competent teacher:	Artifact:
1A. understands the spectrum of student diversity and the assets that each student brings to learning across the curriculum	
1B. Understands how each student constructs knowledge, acquires skills and develops effective and efficient critical thinking and problem-solving capabilities	
1C. Understands how teaching and student learning are influenced by development, past experiences, talents, prior knowledge, economic circumstances and diversity with the community	
1I. stimulates prior knowledge and links new ideas to already familiar ideas and experiences	
2A. understands the theories and philosophies of learning and human developments as they relate to the range of students in the classroom	
2B. understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines	
2C. understands the cognitive processes associated with various kinds of learning and ensures attention to these learning processes so that students can master contend standards	
2E. understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning	
2F. knows how to access the tools and knowledge related to latest findings and technologies in the disciplines	
2G. understands the theory behind the process for providing support to promote learning when concepts and skills are first being introduced	
4A. understands principles of and strategies for effective classroom and behavior management	
4C. understands how to help students work cooperatively and productively in groups	
4D. understands factors that influence motivation and engagement	
5A. understands the cognitive processes associated with various kinds of learning	
5F. know strategies to maximize student attentiveness and engagement	

8B. understands the collaborative process and the skills necessary to initiate and carry out that process	
9B. knows laws and rules as a foundation for fair and just treatment of all students and their families in the classroom and school	

**ECE Gateways Levels 2-5 Standards/Competencies:**

<b>HGD1:</b> 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.	
<b>HGD2:</b> Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.	
<b>HGD3:</b> Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being and learning.	
<b>HGC4:</b> 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.	
<b>HGD5:</b> Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children’s learning and development.	
<b>HGD6:</b> Justifies and promotes the use of evidence-based practices supportive of each child’s unique patterns of development and learning.	

**NAECY Standards**

1a. knowing and understanding young children’s characteristics and needs from birth to age 8	
1b. knowing and understanding the multiple influences on early development and learning	
2a. knowing about and understanding diverse family and community characteristics	
4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	
5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	