



MASTER COURSE OUTLINE

Prepared By: Jenny Nighswonger

Date: February 2020

COURSE TITLE

Intro to Education

GENERAL COURSE INFORMATION

Dept.: EDUC&

Course Num: 115

(Formerly: EDUC& 201)

CIP Code: 13.1501

Intent Code: 21

Program Code: 402

Credits: 5

Total Contact Hrs Per Qtr.: 55

Lecture Hrs: 55

Lab Hrs:

Other Hrs:

Distribution Designation: Specified Elective (SE)

COURSE DESCRIPTION (as it will appear in the catalog)

Build foundation for explaining how children develop in all domains, conception through early adolescence. Explore various developmental theories, methods for documenting growth, and impact of brain development. Topics addressed: stress, trauma, culture, race, gender identity, socioeconomic status, family status, language, and health issues. Course may include fieldwork

PREREQUISITES

None

TEXTBOOK GUIDELINES

Berk, Laura (2012) *Child Development*, 9th edition. Or other appropriate texts as recommended by Washington State Certificate Work Group committee.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills. Outcomes are aligned with the Washington State Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children Standards.

1. Discuss prominent child development research and theories guiding parenting and care giver's practices
Core Competencies: Area I: Child Growth & Development: 3f.
NAEYC: Standard 1: Promoting Child Development & Learning Key Elements 1a, 1b.
2. Describe the developmental sequence from conception through early adolescence in all domains.
Core Competencies: Area I: Child Growth & Development: 2c, Area II: Curriculum & Learning Environment- Cognitive Development 1a.
NAEYC: Standard 1: Promoting Child Development & Learning Key Elements 1a, 1b.
3. Analyze critical stages of brain development as influencers of child development.
Core Competencies: Area I: Child Growth & Development: 3a.
NAEYC: Standard 1: Promoting Child Development & Learning Key Elements 1a, 1b.
4. Examine techniques to conduct and document observations of children as a means to assess and communicate growth and development.
Core Competencies: Area I: Child Growth & Development, Area III: Ongoing Measurement of Child Progress: 2f, 3c.

NAEYC: Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Element 3c.

5. Explain individual differences in development.

Core Competencies: Area I: Child Growth & Development: 2d, 3h, Area III: Ongoing Measurement of Child Progress: 2a.

NAEYC: Standard 1: Promoting Child Development & Learning Key Elements 1a, 1b, Standard 2: Building Family and Community Relationships Key Element 2a, Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Element 3c.

6. Identify how family, caregivers, teachers, community, culture and trauma influence development.

Core Competencies: Area IV: Family & Community Partnerships: 2h-Interactions-Individual Guidance-2j.

NAEYC: Standard 1: Promoting Child Development & Learning Key Elements 1a, 1b, Standard 2: Building Family and Community Relationships Key Element 2a, Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Element 3c.

7. Outline community resources to support children's families' development.

Core Competencies: Area I: Child Growth & Development: 3i, Area III: Ongoing Measurement of Child Progress: 3h.

NAEYC: Standard 1: Promoting Child Development & Learning Key Elements 1a, 1b, Standard 2: Building Family and Community Relationships Key Element 2a, Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Element 3c

INSTITUTIONAL OUTCOMES

IO1 **Communication:** Students will be able to communicate clearly and effectively within a workplace context

IO3 **Workplace Skills/Safety:** Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

COURSE CONTENT OUTLINE

1. History, Theory and Applied Directions
2. Research Strategies
3. Biological Foundations, Prenatal Development, and Birth
4. Infancy, Early Learning, Motor Skills, and Perceptual Capacities
5. Physical Growth
6. Cognitive Development: Piagetian, Core Knowledge, and Vygotskian Perspectives
7. Intelligence
8. Language Development
9. Emotional Development
10. Self and Social Understanding
11. Moral Development
12. Development of Sex Differences and Gender Roles
13. The Family
14. Peers, Media and Schooling

DEPARTMENTAL GUIDELINES *(optional)*

Course may include, but not limited to the following activities:

1. Student presentations on various topics outlined in textbook
2. Washington State Early Learning Guidelines
3. Summaries of articles from professional journals, magazines, or websites
4. Quizzes/assessments of student's knowledge
5. Observations in early learning environments
6. Interviews of early childhood professionals
7. Reflections of student learning
8. Review of NAEYC Code of Ethical Conduct

9. Review of Washington State Core Competencies for Early Care and Education Professionals
10. Review of NAEYC Standards
11. Video clips to reinforce specific skills (via You Tube, etc)
12. Guest speakers on child development (use PowerPoint from Within Reach in place of in-person guest speakers)

DIVISION CHAIR APPROVAL

DATE