GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

COURSE APPROVAL FORM
COVER SHEET

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Trades and Professional Services
SCHOOL

Education
DEPARTMENT

ED220 Human Growth and Development
COURSE ALPHA, NUMBER, TITLE

Christina Pestanas & Sarah Leon Guerrero
AUTHOR

12/14/2009
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Clare Camacho, Ph.D.	☒	☐	12/14/09	NC
REGISTRAR	Patrick L. Clymer	☒	☐	12-16-09	NC
DEAN	Reilly Ridgell	☒	☐	12/24/09	NC
CURRICULUM COMMITTEE CHAIR	Amada Manzana	☒	☐	1/14/10	WC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☒	☐	1/19/10	
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

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College Catalog Update
☐ Fall ☒ Spring Yr *2010*
_____ MS Word
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COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. **TYPE OF ACTION**

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐   Adoption

B. ☒   Substantive Revision (attach Adoption Course Guide)

    The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

    ☐   Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

    ☐   Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

    ☒   Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

    ☐   Identify specific changes not listed above:

II. **INTRODUCTION**

The course is connected to the following program(s):

Technical requirement for the Certificate and Associate of Arts in Education and for the Certificate and Associate of Science in Early Childhood Education

III. **COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES**

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

This course covers the study of human growth and development from birth to death with special emphasis on the formative and school years of the child. An overview of the interrelationship between physical, emotional, intellectual, and social growth will be presented.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2008-2010**   Page Numbers: **Page 142 of Fall 2009 update**

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1. **describe the social, physical and cognitive development of adolescent and adult learners.**
2. **demonstrate an understanding of how society, culture, and family impact individuals at each stage of their development and growth.**
3. **describe the social, physical and cognitive development of school-age learners.**

IV. **RATIONALE FOR PROPOSAL**

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A.   Reason this proposal should be adopted in light of the College's mission statement and educational goals

Guam Community College is mandated to provide career and technical education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of career-technical programs. This course develops the knowledge and expertise of those working in education field.

B. An assessment of Industry or Community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D. Results of course and course guide evaluation.
Feedback from past and current instructors, department members, and students was obtained as the course was reviewed.

E. Program requirements (associate degree, certificate, diploma) served by this course
This course is a technical requirement for the Certificate and Associate of Arts Degree in Education, and for the Certificate and Associate of Science in Early Childhood Education.

V. RESOURCE REQUIREMENTS AND COSTS

A. Resources (materials, media, and equipment) and costs
No additional materials or equipment are required for the revision of this course. Resources are found in the Education Department Office.

B. Personnel requirements (administrative, instructional and support staff) and costs
It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. No additional resources are needed for the revision of this course. Regular salary scales (full-time/adjunct) will apply.

C. Facility requirements and costs
The program utilizes existing College facilities and resources.

D. Funding source(s)
This course is part of the locally funded budget and students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College
No major impact related to course revisions.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date   **Spring 2010**
* Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: **Fall, Spring and Summer**
Every Year

VII. COURSE DESCRIPTION

A. Course
Alpha: **ED**
Number: **220**

B. Course Title(s)
Long Title: **Human Growth and Development**
Abbreviated Title (20 characters maximum): **Human Growth & Dev**

C. Contact Hours and Number of Students

	Maximum Number of Students:	**30 (maximum of 20 for online delivery)**
	Lecture Hours:	**45**
	Lab Hours (state category 1 or 2):	
	Clinical:	
	Other:	
	Total Hours:	**45**
D.	Number/Type of Credits	
	Carnegie Units:	per semester
	Semester Hours: **3**	per semester
E.	Catalog Description (Moved to Section III. See page 2)	
F.	Prerequisite(s)	
G.	Co-requisites(s)	
H.	Articulation	
	Secondary Programs/Courses	
	University of Guam	**ED201 Human Growth and Development**
	Others	
I.	Target Population	
	Those interested in working in the educational or related field	
J.	Cost to Students (specify any lab fees)	
	Tuition, fees, and textbook	

VIII. COURSE DESIGN

This course is designed to be taught in a traditional setting or as an online course. Other methods of delivering course content include: group discussions, case studies, child observations, field trips, guest speakers, individual and group projects, and presentations.

IX. COURSE OUTLINE

1.0	**Studying Human Development**
2.0	**Human Development Theories**
3.0	**Before Birth**
4.0	**Prenatal Development**
5.0	**Birth**
6.0	**Infancy**
7.0	**Early Childhood**
8.0	**Middle Childhood**
9.0	**Adolescence**
10.0	**Adulthood**
11.0	**Dying**

X. STUDENT LEARNING OUTCOMES - DETAILED

Upon successful completion of this course:
1.0 Studying Human Development
   1.1 Historical Views of Childhood
       Students will discuss how children were viewed and treated throughout history.
   1.2 Pioneers in the Field of Development

Students will describe the contributions of at least two pioneers in the field of development.

    1.3   Methods of Studying Development
         Students will describe at least two methods of studying human development.

2.0   Human Development

    2.1   Psychoanalytical
         Students will provide the name of a leader associated with the psychoanalytical theory and briefly describe this theory.

    2.2   Psychosocial
         Students will provide the name of a leader associated with the psychosocial theory and briefly describe this theory.

    2.3   Behaviorist
         Students will provide the name of a leader associated with the behaviorist theory and briefly describe this theory.

    2.4   Social-Cognitive
         Students will provide the name of a leader associated with the social-cognitive theory and briefly describe this theory.

    2.5   Cognitive
         Students will provide the name of a leader associated with the cognitive theory and briefly describe this theory.

    2.6   Biological
         Students will provide the name of a leader associated with the biological theory and briefly describe this theory.

    2.7   Humanistic
         Students will provide the name of a leader associated with the humanistic theory and briefly describe this theory.

    2.8   Other Significant Theories and Leaders
         Students will briefly describe one additional developmental theory and name a leader not mentioned above.

3.0   Before Birth

    3.1   Heredity
         Students will briefly describe how the genetic code is passed using, but not limited to the following terms: chromosomes, mitosis, meiosis, and genes.
         Students will describe at least five traits determined by genes.

    3.2   Genetic/Chromosomal Defects
         Student will describe at least three birth defects caused by genetic abnormalities.
         Student will describe at least three birth defects caused by chromosomal defects.

4.0   Prenatal Development

    4.1   Stages of Prenatal Development
         Students will briefly explain the process of prenatal development using the following terms in the explanation: fertilization, implantation, embryonic stage and fetal stage.

    4.2   Drugs, Chemicals, and Prenatal Development
         Students will list at least five effects on the fetus of the use of drugs or other chemicals during pregnancy
         Students will describe the "sensitive periods" of fetal development.

    4.3   Maternal Characteristics during Pregnancy

Students will state two reasons prenatal care and nutrition are important for the developing child.

5.0 **Birth**

    5.1 **Labor and Delivery**

        Students will name and briefly explain one method of childbirth preparation.

        Students will list the three stages of labor.

        Students will describe two forms of delivery.

    5.2 **Newborn Assessment**

        Students will briefly describe the APGAR score and list what each letter represents.

    5.3 **Prematurity**

        Students will define preterm birth.

        Students will list at least five possible effects of preterm birth on the newborn.

    5.4 **Bonding**

        Students will provide a definition of bonding and give one reason bonding is important to the development of the newborn.

6.0 **Infancy**

    6.1 **Physical Development**

        Students will name and describe three infant reflexes.

        Students will give one reason reflexes are important for infants.

        Students will describe the physical development of infants.

    6.2 **Cognitive, Language, Social and Motor Development**

        Students will describe typical infant skill acquisition in the areas of cognitive, language, social and motor development.

7.0 **Early Childhood**

    7.1 **Physical, Motor, Cognitive, Language, and Social Development**

        Students will describe typical skill acquisition in the areas of physical, motor, cognitive, language, and social development during early childhood.

    7.2 **Preschool Education**

        Students will articulate at least two benefits of a preschool education.

8.0 **Middle Childhood**

    8.1 **Physical, Motor, Cognitive, and Social Development**

        Students will describe typical skill acquisition in the areas of physical, motor, cognitive, and social development during middle childhood.

    8.2 **Child Abuse and Neglect**

        Students will articulate indications of sexual, physical or emotional abuse and neglect.

        Students will state the steps involved in reporting suspected abuse and the legal implications for making such reports.

    8.3 **Education in the Middle Years**

        Students will define "average" intelligence.

        Students will state two examples of intellectual exceptionalities and describe how the needs of exceptional students are met within the schools.

9.0 **Adolescence**

    9.1 **Physical, Cognitive, and Social Development**

        Students will describe typical skill acquisition in the areas of physical, cognitive, and social development during adolescence.

    9.2 **Adolescent Sexuality**

Students will state two major changes in sexual attitudes and behavior in recent decades.

9.3 **Problems of Adolescence**
Students will describe three factors related to the cause of juvenile delinquency.
Students will describe the short and long term consequences of drug usage during adolescence.

10.0 **Adulthood**

10.1 **Physical, Cognitive, and Social Development**
Students will describe typical skill acquisition in the areas of physical, cognitive, and social development during adulthood.

10.2 **Adult Sexuality/Selecting a Mate**
Students will describe the rules of attraction and the different types of marriage relationships.

10.3 **Work and Career Preparation**
Students will describe the theories of career choice and how they affect work selection.

10.4 **Care for Middle and Late Adults**
Students will identify three types of home care for adults.

11.0 **Dying**

11.1 **Stages of Dying**
Students will describe the process of dying when the person knows that death is near.

11.2 **Bereavement and Grieving**
Students will describe both the long-term and short-term effects of bereavement.
Students will describe the stage of grief.

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Various methods will be used to assess students that may include tests, projects, and assignments. Students must demonstrate mastery of course competencies with at least 70% competency level. The instructor will determine the weight of each item in the course syllabus at the beginning of the semester.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)
Boyd D., & Bee, H. (Fifth or current edition). *Lifespan Development.* Boston: Pearson. ISBN: 978-0-205-5408707

B. Reference(s) and Bibliography

C. Equipment/Facilities

D. Instructional Supplies

E. Has the Advisory Committee reviewed and concurred with the materials content, and assessment used for this course?
☒ Yes
☐ No
Comments:

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COURSE APPROVAL FORM
COVER SHEET

Trades and Professional Services
SCHOOL

Education
DEPARTMENT

CD221 Child Growth and Development
COURSE ALPHA, NUMBER, TITLE

Christina Pestanas & Clare Camacho
AUTHOR

11/6/2009
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Clare Camacho, Ph.D.	☒	☐	11/6/09	NC
REGISTRAR	Patrick L. Clymer	☒	☐	11·17-09	NC
DEAN	Reilly Ridgell	☒	☐	11/17/09	NC
CURRICULUM COMMITTEE CHAIR	Paul Parvin / Arnada Manzana	☒	☐	12/21/09	WC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☒	☐	12/24/09	
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

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College Catalog Update
☐ Fall ☒ Spring Yr _2010_
_____ MS Word
_1-15-10_ Banner Dbase

COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. **TYPE OF ACTION**

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐   Adoption

B. ☒   Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

 ☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

 ☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

 ☒ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

 ☐ Identify specific changes not listed above:

II. **INTRODUCTION**

The course is connected to the following program(s):
Certificate and Associate of Science in Early Childhood Education

III. **COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES**

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

The goal of this course is to provide students with an overview of the interrelationship between physical, emotional, intellectual, language and social growth in young children from conception through the primary school years, including the effects of heredity and environment on the development of young children. The role of the family, culture, community and society and how they impact on development is also explored.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2008-2010**   Page Numbers: **Page 117 of Fall 2009 update**

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:
1. **Describe the social, physical, and cognitive development of infants and toddlers.**
2. **Describe the social, physical, and cognitive development of preschoolers.**

IV. **RATIONALE FOR PROPOSAL**

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

Guam Community College is mandated to provide technical and vocational education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of vocational-technical programs. This course develops the knowledge and expertise of those working in early childhood education field.

B. An assessment of Industry or Community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D. Results of course and course guide evaluation.
Feedback from past and current instructors, department members, and students was obtained as the course was reviewed. This course is currently being formally assessed for the first time. Data was collected last semester and was used in the revision of this course.

E. Program requirements (associate degree, certificate, diploma) served by this course
This course is a technical requirement for the Certificate and Associate of Science in Early Childhood Education.

V. RESOURCE REQUIREMENTS AND COSTS

A. Resources (materials, media, and equipment) and costs
Computer lab is needed for the initial orientation when course delivery is via online. No additional resources are needed for the revision of this program. The College provides classroom supplies and materials, and access to instructional media.

B. Personnel requirements (administrative, instructional and support staff) and costs
It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. No additional resources are needed for the revision of this course. Regular salary scales (full-time/adjunct) will apply.

C. Facility requirements and costs
The program utilizes existing College facilities and resources.

D. Funding source(s)
It is anticipated that this course will be part of the locally funded budget to the College and the students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College
No major impact related to course revisions.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date   Spring 2010
   * Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: Fall and Spring
                              Every Year

VII. COURSE DESCRIPTION

A. Course
   Alpha: CD
   Number: 221

B. Course Title(s)
   Long Title: Child Growth and Development

Abbreviated Title (20 characters maximum): **Child Growth & Dev**

C. Contact Hours and Number of Students
 Maximum Number of Students: **30 (maximum 20 for online delivery)**
 Lecture Hours: **45**
 Lab Hours (state category 1 or 2):
 Clinical:
 Other:
 Total Hours: **45** ⌐

D. Number/Type of Credits
 Carnegie Units: per semester
 Semester Hours: **3** ⌐ per semester

E. Catalog Description (Moved to Section III. See page 2)
F. Prerequisite(s)
G. Co-requisites(s)
H. Articulation
 Secondary Programs/Courses
 University of Guam   **ED251 Development in Early Childhood**
 Others

I. Target Population
 Students interested in working with young children

J. Cost to Students (specify any lab fees)
 Tuition and fees

VIII. COURSE DESIGN

Schedule Type

This course is designed to be taught in a <u>traditional</u> setting or as an <u>online</u> course. Other methods of delivering course content include: group discussions, case studies, child observations, field trips, guest speakers, individual and group projects, and presentations. Students are also expected to complete writing assignments, both in and out of class, as part of the department's integration of writing into the core curriculum.

IX. COURSE OUTLINE

1.0 **Child Development Principles**
2.0 **Child Development Theories**
3.0 **Heredity and Prenatal Development**
4.0 **Birth**
5.0 **Infancy: Physical Development**
6.0 **Infancy: Psychosocial Development**
7.0 **Infancy : Cognitive and Language Development**
8.0 **Toddlerhood: Physical Development**
9.0 **Toddlerhood: Psychosocial Development**
10.0 **Toddlerhood: Cognitive and Language Development**
11.0 **Preschoolers: Physical Development**
12.0 **Preschoolers: Psychosocial Development**
13.0 **Preschoolers: Cognitive and Language Development**
14.0 **Family Influences on Development**
15.0 **Social Influences on Development**
16.0 **Observations of Child Development**

X.   STUDENT LEARNING OUTCOMES - DETAILED
Upon successful completion of this course, students will be able to:
1.   **Child Development Principles**
    a.   **Definition**
        i.   Provide a definition of early childhood development.
    b.   **Reasons for study**
        i.   Describe two main reasons for studying early childhood development.
    c.   **Historical Views**
        i.   Provide a brief description of a historical perception of early childhood development.
2.   **Child Development Theories**
    a.   **Psychoanalytical**
        i.   Briefly describe the psychoanalytical theory and provide the name of a leader associated with the psychoanalytical theory.
    b.   **Cognitive**
        i.   Briefly describe the cognitive theory and provide the name of a leader associated with the cognitive theory.
    c.   **Humanist**
        i.   Briefly describe the humanist theory and provide the name of a leader associated with the humanist theory.
    d.   **Maturationist**
        i.   Briefly describe the maturationist theory and provide the name of a leader associated with the behaviorist theory.
    e.   **Behaviorist**
        i.   Briefly describe the behaviorist theory and provide the name of a leader associated with the behaviorist theory.
3.   **Heredity and Prenatal Development**
    a.   **Genetic Effects**
        i.   Students will describe how the genetic code is passed using the following terms: chromosomes, mitosis, meiosis and genes.
        ii. Describe at least five traits determined by genes.
    b.   **Environmental Effects**
        i.   List at least ten traits largely influenced by environmental factors.
    c.   **Prenatal Development**
        i.   Briefly explain the process of prenatal development using the following terms: fertilization, implantation, embryonic stage and fetal stage.
        ii. Describe the proximodistal principle.
    d.   **Prenatal Care**
        i.   State two reasons prenatal care is important for the pregnant mother.
        ii. State two reasons prenatal care is important for the developing child.
        iii. State two reasons proper nutrition is important during the prenatal period.
4.   **Birth**
    a.   **Labor**
        i.   Identify and briefly explain one method of childbirth preparation.
        ii. List and describe the three stages of labor.
    b.   **Newborn Assessment**
        i.   Briefly describe the APGAR score and list what each letter represents.

     c.   Newborn Transition
         i.   State two physical adaptations for the newborn.
        ii.   State two social adaptations for the newborn.
     d.   Bonding
         i.   Provide a definition of bonding and give one reason bonding is important to the development of the newborn.
     e.   Preterm Birth
         i.   Define preterm birth.
        ii.   List at least five possible effects of preterm birth on the newborn.

5.   Infancy: Physical Development
     a.   Stages of Alertness
         i.   List and describe at least three stages of alertness.
     b.   Reflexes
         i.   Give one reason reflexes are important for an infant.
        ii.   Name and describe three infant reflexes.
     c.   Milestones
         i.   List ten typical skills of an infant and give an average age range for when the skills develop.
        ii.   Demonstrate how to administer three items on a physical developmental checklist for infants.
     d.   Nutrition
         i.   List two benefits of breastfeeding.
        ii.   List two types of food for an infant and give an average age range that the foods can be introduced.
     e.   Activities
         i.   Demonstrate at least two activities for stimulating physical development of infants.

6.   Infancy: Psychosocial Development
     a.   Parent-Infant Rhythms
         i.   Briefly define parent-infant life rhythms.
        ii.   Give one importance of establishing parent-infant rhythms.
     b.   Attachment
         i.   Define attachment and list the four phases of attachment.
        ii.   Give two possible infant responses to separation.
       iii.   Give two ways to effectively manage separation.
     c.   Temperament
         i.   Explain temperament.
     d.   Social Cognition
         i.   Define social cognition and discuss two ways that infants display social cognition.
     e.   Activities
         i.   State two adult behaviors that facilitate psychosocial development of an infant.

7.   Infancy : Cognitive and Language Development
     a.   Sensory Capabilities
         i.   Briefly describe the sensory capabilities of infants.
     b.   Piaget's theory of Cognition
         i.   Briefly describe and give an example of one of Piaget's substages of intelligence.

c. Development of Skills
    i. List five language and cognitive skills of an infant and give an average age range for when the skills develop.
    ii. Demonstrate how to administer three items of a cognitive and language developmental checklist for infants.
d. Activities
    i. Demonstrate two activities that stimulate infant cognitive and language development.

8. Toddlerhood: Physical Development
   a. Milestones
     i. List ten physical skills of a toddler and give an average age range for when the skills develop.
     ii. Demonstrate how to administer three items on a physical developmental checklist for toddlers.
   b. Perceptual-Motor Integration
     i. Define perceptual-motor integration.
     ii. Give an example of perceptual-motor integration.
   c. Maturation and Experience
     i. Explain the influences of maturation and experience in toddler development.
   d. Nutrition and Health
     i. State one reason immunizations are important.
     ii. Students will state one reason why nutrition is important to toddler development.
   e. Activities
     i. Demonstrate at least two activities that stimulate physical development in toddlers.

9. Toddlerhood: Psychosocial Development
   a. Autonomy
     i. Define Autonomy.
     ii. Give two examples of how toddlers display their struggles with autonomy.
   b. Emotional Development
     i. Give an example of how toddlers display three types of emotions.
     ii. Provide one technique for handling difficult emotions in toddlers.
   c. Importance of Play
     i. Provide one reason play is important in toddler development.
     ii. State three different levels of play during the toddler period.
   d. Activities
     i. State two adult behaviors that facilitate psychosocial development in toddlers.

10. Toddlerhood: Cognitive and Language Development
   a. Piaget's Stages of Intellectual Development
     i. Briefly describe Piaget's preoperational stage of thinking.
   b. Environments for Developing Cognition
     i. Describe the relationship between the home environment and cognitive development of toddlers.
   c. Development of Skills
     i. List five language and cognitive skills of a toddler and give an average age range for when the skills develop.

ii. Demonstrate how to administer three items of a cognitive and language developmental checklist for toddlers.
   d. Activities
      i. Demonstrate at least two activities that stimulate cognitive and language development toddlers.
11. Preschoolers: Physical Development
   a. Milestones
      i. List ten physical skills of a preschooler and give an average age range for when the skills develop.
      ii. Demonstrate how to observe and document three items on a physical developmental checklist for preschoolers.
   b. Gender Differences
      i. State two differences in physical development between genders.
   c. Self-image
      i. State two ways children can develop positive concepts of their body and sexuality.
   d. Activities
      i. Demonstrate at least two activities that stimulate physical development in preschoolers.
12. Preschoolers: Psychosocial Development
   a. Development of Self-Concept
      i. Define self-esteem and briefly describe why it is important.
   b. Emotional Development
      i. State one reason emotional development is critical during this stage.
   c. Prosocial and Anti Social Behavior
      i. Distinguish between prosocial and antisocial behavior.
      ii. State one reason emotional development is critical during this stage.
      iii. State two ways to manage aggression during preschool years.
   d. Childhood Stress
      i. Define coping.
      ii. List five individual traits that influence the child's ability to cope.
   e. Activities
      i. List two adult behaviors that facilitate psychosocial development during the early school years.
13. Preschoolers: Cognitive and Language Development
   a. Development of Logic
      i. Discuss the development of cause and effect relationships of preschoolers.
      ii. Define classification and provide two examples of how children during this stage classify objects and people.
      iii. Define seriation and give one example of a play material that facilities this concept.
   b. Perceptual Development
      i. Define discrimination.
      ii. Briefly explain why attention is important in perceptual development.
      iii. Briefly explain why recognizing distinctive features are important in perceptual development.
   c. Development Skills
      i. List five language and cognitive skills during this stage and give an average age range for when the skills develop.

        ii.   Demonstrate how to administer three items of a cognitive and language developmental checklist for preschoolers.
   d.   **Effects of Early Education Programs**
        i.   Briefly explain the Head Start program and its importance in the education of young children.
   e.   **Activities**
        i.   Demonstrate at least two activities that stimulate cognitive and language development during the preschool years.

14. **Family Influences on Development**
   a.   **Role of the Family**
        i.   Describe three roles the family plays in influencing development
   b.   **Characteristics of a Strong Family**
        i.   List two characteristics of strong families.
   c.   **Parenting Styles**
        i.   Describe one parenting style and give one benefit and one drawback to the chosen style.
   d.   **Effects of Divorce**
        i.   Describe three factors that influence how a child may be affected by the divorce of parents.

15. **Social Influences on Development**
   a.   **Effects of Television**
        i.   List three effects of television on child development.
        ii.   State one effect of television violence on the development of the young child.
   b.   **Peer Relationships/Friendships**
        i.   State two reasons that peer relationships and friendship are important for child development.
   c.   **Child Care**
        i.   List three effects of childcare on child development.
   d.   **Culture**
        i.   List five ways culture influences the development of the young child.

16. **Observations of Child Development**
   a.   **Documentation and Observation**
        i.   Conduct observations of children within a particular age group and document their results by means of anecdotal notes, time-sampling and running record on the child's language, cognitive and physical development.
        ii.   Following observations of children students will note factors that may have influenced outcomes.

XI.   MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Various methods will be used to assess students that may include tests, projects, and assignments. Distance learning assessment may include online tests and discussions. Evaluation methods will be determined by individual instructors. Students must demonstrate mastery of course competencies with at least 70% competency level. The instructor will determine the weight of each item in the course syllabus at the beginning of the semester. Students must meet minimum course competencies to receive a grade of a "C" or above.

Standard pride

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

   Berger, Kathleen S. (2003 or latest edition). *The Developing Person Through Childhood.* **New York: Worth Publishers. ISBN: 0-7167-5465-7**

B. Reference(s) and Bibliography

C. Equipment/Facilities

D. Instructional Supplies

E. Has the Advisory Committee reviewed and concurred with the materials content, and assessment used for this course?

   ☒ Yes
   ☐ No
   Comments: