EDF3115 CHILD DEVELOPMENT for Inclusive Settings

Course Description: This course provides an overview of human life from fertilization through eight years of age. The student will examine growth and developmental characteristics during the prenatal, infancy, and early childhood periods. The student will learn to analyze typical and atypical development, developmental theories, learning theories, brain research, attachment, and relationships. (3 hr. lecture)

Pre/Corequisite: EEC1000, EEC2407, EEC2224, EEC2271, EEC2601, EEC2401

<table>
<thead>
<tr>
<th>Course Competency</th>
<th>Learning Outcomes</th>
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<td>Competency 1: The student will articulate the science of child development by:</td>
<td>4. Information Literacy</td>
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<td>1. Discussing historical views and the evolution of child development in the modern era.</td>
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<td>2. Explaining the roles of resilience and social policy in children’s development.</td>
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<td>3. Discussing the biological, cognitive, social, and emotional processes in development.</td>
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<td>4. Reviewing the classification of developmental periods.</td>
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<td>5. Summarizing the importance and challenges of research in child development.</td>
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<td>6. Describing the main theories, designs, and developmental issues of child development.</td>
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<td>7. Defining research methods for collecting data about child development.</td>
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<td>8. Articulating the different research in the field.</td>
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<td>9. Identifying the challenges in child development research.</td>
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<td>10. Identifying developmental levels and differences within a group of children.</td>
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<td>11. Identifying typical and atypical human growth and development.</td>
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Competency 2: The student will analyze the biological beginnings in child development by: 4. Information Literacy

1. Discussing the evolutionary perspective on development.
2. Describing genetic foundations and the influence on human development.
3. Identifying important reproductive challenges and choices.
4. Explaining ways that heredity and environment interact to produce individual differences in development.

Competency 3: The student will categorize prenatal development and birth by: 4. Information Literacy

1. Defining normal prenatal development.
2. Indicating the importance of prenatal care.
3. Analyzing the effects of stress in prenatal development.
4. Discussing the birth process.
5. Identifying low birth weight and preterm infants.
6. Recognizing the physical, emotional, and psychological changes that take place in the postpartum period.
7. Discussing the process of bonding and attachment.

Competency 4: The student will identify physical development and health by: 4. Information Literacy

http://www.curricunet.com/mdc/reports/Competencies.cfm?courses_id=39033
1. Examining patterns of growth and developmental changes from infancy through childhood.
2. Describing how motor skills develop according to the dynamic systems theory.
3. Characterizing infant reflexes.
4. Identifying gross and fine motor skill development.
5. Classifying common childhood illnesses and injuries.
6. Discussing adequate nutrition and eating behaviors for children.
7. Recognizing the importance of physical exercise.
8. Describing the brain physiology and how it changes in infancy and childhood.
9. Examining the changes in sleep patterns as children develop.
10. Comparing motor, sensory, and perceptual development and recalling Gibson’s ecological view on perceptual development.
11. Summarizing intermodal perception including newborn’s perception thru vision, hearing, and other senses.

**Competency 5:** The student will review the cognitive developmental approaches and concept of intelligence by:

1. Discussing the key processes and four stages of development in Jean Piaget’s theory.
2. Evaluating Piaget’s theory within the constructivist approach to education.
3. Identifying the main concepts in Lev Vygotsky’s socio-cultural theory: Zone of Proximal Development, Scaffolding, and the role of language in cognition.
5. Defining attention, memory, sequencing and speed of processing information and their developmental changes.
6. Defining various types of thinking including, critical thinking, scientific thinking, problem solving, and metacognition.
10. Identifying the tests of infant intelligence including the Bayley Scales of Infant Development, Gesell’s Developmental Quotient, and the Fagan Test of Infant Intelligence.
12. Discussing the influence of heredity and environment on intelligence.
13. Describing the characteristics of mental retardation, giftedness, and creativity.
15. Evaluating the link between language and cognition.

**Competency 6:** The student will analyze social and emotional development by:

1. Discussing the basic aspects of emotion: regulation of emotion and emotional competence.
2. Describing the development of emotion.
3. Analyzing biological foundations and experiences that affect temperament.
4. Reviewing temperament, goodness of fit, attachment, social referencing and social orientation.
5. Appraising attachment theories of John Bowlby and Mary Ainsworth.
6. Discussing attachment in culturally and linguistically diverse families.
7. Summarizing Erik Erikson’s psychosocial theory of development.
8. Discussing the development of self-understanding and understanding of others.
10. Discussing the main biological, social, and cognitive influences on gender.

4. Information Literacy

6. Social Responsibility

7. Ethical Issues
| Competency 7: The student will describe moral development by: | 6. Social Responsibility  
7. Ethical Issues |
| --- | --- |
| 1. Discussing the four domains of moral development: moral thought, moral behavior, moral feeling, and moral personality.  
2. Explaining the influence of parents and schools on moral development.  
3. Examining the development of prosocial and antisocial behavior.  
4. Differentiating the nature of religious and spiritual development. | |

| Competency 8: The student will characterize family processes in children’s development by: | 6. Social Responsibility  
7. Ethical Issues |
| --- | --- |
| 1. Identifying diverse interactions in family systems.  
2. Describing parenting styles, discipline, and parental adaptations to ages and stages of development.  
3. Identifying the influence of siblings in children’s development.  
4. Characterizing family and culture in a changing social world.  
5. Discussing the influence of culture, class, ethnicity and language in children’s development.  
6. Summarizing the influence of technology on children’s development. | |

| Competency 9: The student will apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities by: | 5. Cultural / Global Perspective  
10. Environmental Responsibility |
| --- | --- |
| 1. Applying knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.  
2. Applying knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.  
3. Using a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.  
4. Applying knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.  
5. Applying knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC)).  
6. Applying knowledge about concepts related to the interrelationship between language and culture. | |

| Competency 10: The student will understand and apply continuous professional improvement, responsibility, and ethical conduct by: | 4. Information Literacy  
7. Ethical Issues |
| --- | --- |
| 1. Designing purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.  
2. Examining and using data-informed research to improve instruction and student achievement.  
3. Using a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons.  
4. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement. | |
5. Engaging in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.
6. Implementing knowledge and skills learned in professional development in the teaching and learning process, adjust planning, and continuously improving the effectiveness of the lessons.

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<th>Competency 11: The student will recognize that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the teaching profession by:</th>
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<tr>
<td>1. Applying the Code of Ethics and Principles of Professional Conduct to professional and personal situations.</td>
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<td>2. Identifying statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.</td>
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<td>3. Applying knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.</td>
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<td>4. Identifying and applying policies and procedures for the safe, appropriate, and ethical use of technologies.</td>
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<td>5. Determining and applying the appropriate use and maintenance of students’ information and records.</td>
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<td>6. Social Responsibility</td>
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<td>7. Ethical Issues</td>
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