Course Description

EDF3115 | Child Development for Inclusive Settings | 3.00 credits

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. Pre/Co-requisites: EEC1000 or 1001, EEC2224, EEC2271, EEC2401, EEC2407, EEC2601.

Course Competencies

Competency 1: The student will articulate the science of child development by:

1. Discussing historical views and the evolution of child development in the modern era
2. Explaining the roles of resilience and social policy in children's development
3. Discussing the biological, cognitive, social, and emotional processes in development
4. Reviewing the classification of developmental periods
5. Summarizing the importance and challenges of research in child development
6. Describing the main theories, designs, and developmental issues of child development
7. Defining research methods for collecting data about child development
8. Articulating the different research in the field
9. Identifying the challenges in child development research
10. Identifying developmental levels and differences within a group of children
11. Identifying typical and atypical human growth and development

Competency 2: The student will analyze the biological beginnings in child development by:

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:

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:

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
4. Comparing and contrasting Piaget's and Vygotsky's developmental theories
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
7. Analyzing theory of mind, its developmental changes, and its association with autism
8. Defining components of intelligence
9. Analyzing the Standard Binet Intelligence Test and the Wechsler Scale
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
11. Comparing and contrasting the theories of intelligence including Stenberg's Triarchic Theory, Gardner's Frames of Mind, and Salovey/Mayer's Emotional Intelligence
12. Discussing the influence of heredity and environment on intelligence
13. Describing the characteristics of mental retardation, giftedness, and creativity
14. Identifying the stages of first and second language acquisition
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
9. Explaining self-esteem and self-concept
10. Discussing the main biological, social, and cognitive influences on gender
11. Describing gender stereotypes, gender similarities and differences

Competency 7: The student will describe moral development by:
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 apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify the nature and role of culture,

cultural groups, and individual cultural identities by:
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

Learning Outcomes:
- Formulate strategies to locate, evaluate, and apply information
- Create strategies that can be used to fulfill personal, civic, and social responsibilities
- Demonstrate knowledge of ethical thinking and its application to issues in society