Course Number and Title: EDC 125 Child Development

Campus Location:
Georgetown, Dover, Wilmington

Effective Date:
2022-51

Prerequisite:
SSC 100 or concurrent

Co-Requisites:
None

Course Credits and Hours:
3.00 credits
3.00 lecture hours/week
0.00 lab hours/week

Course Description:
This course covers basic concepts relevant to child development. Emphasis is placed upon physical, cognitive, emotional, and social development during childhood. The interrelationship of these factors is also discussed and evaluated.

Required Text(s):
Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:
None

Schedule Type:
Classroom Course
Web Conferencing
Hybrid Course
Online Course

Disclaimer:
None

Core Course Performance Objectives (CCPOs):

1. Explain and apply the main theoretical and methodological approaches to child development. (CCC 1, 2; BTS 5; ECD 5; PED 2; ELE 1)
2. Evaluate common developmental tasks and characteristics of the young child. (CCC 1, 2; BTS 5; ECD 5; PED 2; ELE 1)
3. Explain norms and milestones associated with stages of development from prenatal to middle childhood. (CCC 1, 2; BTS 5; ECD 5; PED 2; ELE 1)
4. Compare and contrast the life stages of development from birth to pubescence. (CCC 1, 2; BTS 5; ECD 5; PED 2; ELE 1)
5. Analyze issues and social problems associated with the growth and development of the young child. (CCC 1, 2; BTS 5; ECD 5; PED 2; ELE 1)
6. Evaluate available resources for resolving issues and problems relating to child growth and development. (CCC 1, 2, 3, 4; BTS 5; ECD 5; PED 2; ELE 1)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):
Upon completion of this course, the student will:

1. Explain and apply the main theoretical and methodological approaches to child development.
    1. Describe the major stage theories and behavioral approaches of development.
    2. Compare and contrast stage theories and behavioral approaches.
    3. Evaluate social learning theory.
    4. Assess the primary language, cognitive and social-emotional development theories and approaches.
    5. Critically evaluate the application of these theories in educational settings through classroom and childcare settings.
2. Evaluate common developmental tasks and characteristics of the young child.
    1. Identify and evaluate the major areas of childhood growth and development.
    2. For each stage of childhood development, assess the developmental tasks that are common across cultures.
    3. Assess proximodistal and cephalocaudal development, and explain the significance of these terms to development in the young child.
3. Explain norms and milestones associated with stages of development from prenatal to middle childhood.
    1. Explain the stages of prenatal development.
    2. Identify and assess threats to the development of the unborn child.
    3. Evaluate methods of birth and delivery and possible complications that affect development.
    4. Characterize prematurity and premature infant management.
    5. Describe the sensory abilities of infants.
    6. Explain the significance of Piaget's sensorimotor stage on cognitive development.
    7. Compare and contrast the sequence of physical and cognitive development in infancy and the toddler stage.
    8. Identify major concepts of infant and toddler social and emotional development (e.g., attachment, social referencing, and stranger anxiety).
    9. Identify and describe the major developmental tasks that children are expected to master at each stage of development.
    10. Trace the sequence of major physical, cognitive, language, social, and emotional development throughout childhood.
4. Compare and contrast the life stages of development from birth to pubescence.
    1. Describe the stages of development.
    2. Distinguish between the stages by age, tasks, and observable characteristics in physical, cognitive, social, and emotional areas.
    3. Explain the various approaches, theories, and sequence of language development from infancy through adolescence.
    4. Identify and explain physical growth and motor development from preschool through kindergarten age.
    5. Explain the growth patterns and motor skill development in middle childhood.
    6. Compare the differences in cognitive abilities of children in the pre-operational stage and the concrete operational stage.
    7. Describe information-processing abilities in middle childhood.
    8. Explain the process by which self-concept develops.
    9. Examine the progressive development of friendship, including gender differences.
    10. Assess prosocial and aggressive behavior in middle childhood.
5. Analyze issues and social problems associated with the growth and development of the young child.
    1. Explain genetic influences related to psychical traits, abilities, rate of development, growth, and personality.
    2. Describe the major genetic disorders.
    3. Examine the effects of maternal employment and childcare during the infant-toddler period.
    4. Evaluate the sequence of moral development from childhood through adolescence according to Kohlberg and Piaget.
    5. Describe the developmental progressions shown in children's art.
    6. Examine the influences of television and video games on the young child.
    7. Identify the types and functions of play.
    8. Examine development in terms of preschool play and interpersonal relationships.
    9. Compare and contrast the various parenting styles and child rearing strategies with possible effects on the child's behavior and development.
    10. Identify the possible consequences and social problems associated with all types of child abuse, and explain prevention strategies.
6. Evaluate available resources for resolving issues and problems relating to child growth and development.
    1. Identify resources within communities and childcare settings that can be used to resolve issues and problems.
    2. Examine appropriate methods of resolving day-to-day issues and problems that
    3. typically occur within a child's normal day.
    4. Demonstrate and explain the process and procedure to follow within a childcare setting for resolving issues and problems.

Evaluation Criteria/Policies:
The grade will be determined using the Delaware Tech grading system:

90	–	100	=	A
80	–	89	=	B
70	–	79	=	C
0	–	69	=	F

Students should refer to the Student Handbook - https://www.dtcc.edu/handbook for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:
Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative: Exams (2-4)(Equally weighted)	40%
Summative: Portfolio	30%

Summative: Observations of Development
 	
  Observation 1: Development in Pictures (5%)
  Observation 2: Video Demonstration of Piaget Tasks (5%)
	10%

Formative Assignments	20%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):
ECEAATBTS

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

ECEAASECD

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curricula for quality infant/toddler and preschool children in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

EDCAATELE

1. Apply knowledge of the physical, social, emotional, cognitive and language development of K-6 children in a classroom setting.
2. Demonstrate supportive classroom practices that utilize positive behavioral supports, foster character development, and promote a healthy and safe environment.
3. Demonstrate content area knowledge in literacy, mathematics, science and social sciences.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and employ educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.

EDCAASPED

1. Provide instructional support to K-12 students in literacy and mathematics in a professional, ethical, legal and effective manner under the supervision of a teacher.
2. Apply knowledge of the physical, social, emotional, cognitive and language development of all children in a classroom setting.
3. Demonstrate supportive classroom practices that utilize positive management techniques, foster character development, and promote a healthy and safe environment.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and implement educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family, and community members.

Disabilities Support Statement:
The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the disabilities services - https://www.dtcc.edu/disabilitysupport web page or visit the campus Advising Center.