1. **COURSE TITLE\*:** Introduction to Child Development
2. **CATALOG - PREFIX/COURSE NUMBER**/**COURSE SECTION:** EDUC 1000
3. **PREREQUISITE\*:** None **COREQUISITE\*:** None
4. **COURSE TIME/LOCATION/MODALITY: *(Course Syllabus – Individual Instructor Specific)***
5. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

**LABORATORY HOURS\*:** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION *Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course focuses on applying knowledge of the characteristics and needs of young children, prenatal to age twelve, for the creation of healthy, respectful, supportive, challenging, and effective learning environments. Multiple and interrelated influences on the development and learning of young children will be examined.

1. **LEARNING OUTCOMES\*:**

 *In relation to young children, from prenatal to age twelve, candidates will:*

1. Describe sequences, stages, and milestones of growth within the social, emotional, physical, and cognitive domains of development. Recognize variations of typical and atypical developmental characteristics, recognizing the importance of naturalistic observation.

2. Recognize that developmental domains are interrelated and provide examples of interrelationships among developmental domains.

3. Identify examples of and describe historical and contemporary theories and developmental research (e.g., psychoanalytic, behaviorist, cognitive, socio-cultural, constructivist, and ecological systems) on the developmental characteristics and needs of young children, including language, play, and approaches to learning.

4. Identify examples of and interpret multiple influences on development and learning, which include the diverse contexts for development (including cultural, economic, political, historical, societal, and linguistic), ecological contexts (home, community,

support systems, etc.), genetic and environmental influences, child’s health status, individual developmental variations, and opportunities to play, learn, and access technology.

5. Apply knowledge of developmental research to identify early childhood learning environments and opportunities to learn that are healthy, respectful, supportive, challenging, and effective.

1. **ADOPTED TEXT(S)\*:**

Feldman, Robert S.

*Child Development.*

 9th Edition. 2022.

ISBN: 9780137588497

**OR**

Inclusive Access

ISBN: 978-0-13-696699-9

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: *(Course Syllabus – Individual Instructor Specific)***

(Example Only)

| **Category** | **Total Points** | **% of Grade** |
| --- | --- | --- |
| Impact Paper | 100 | 10% |
| Impact Presentation | 50 | 5% |
| Individual Project and Paper | 100 | 10% |
| Individual Project Presentation | 50 | 5% |
| Chapter Quizzes | 300 | 30% |
| Discussion Board Entries | 400 | 40% |
| **Total**:  | **1000** | **100**% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE OUTLINE:** ***(Course Syllabus – Individual Instructor Specific)***

(Example Only)

|  |  |  |
| --- | --- | --- |
| Week | Topic | Learning Objectives |
| 1 | Chapter One: An Introduction to Child Development | LO1, LO2, LO4, LO5 |
| 2 | Chapter Two: Theoretical Perspectives and Research | LO1, LO2, LO3, LO4, LO5 |
| 3 | Chapter Three: The Start of Life: Genetics and Prenatal Development | LO1, LO2, LO4, LO5 |
| 4 | Chapter Four: Birth and the Newborn Infant | LO1, LO2, LO4, LO5 |
| 5 | Chapter Five: Physical Development in Infancy | LO1, LO2, LO4, LO5 |
| 6 | Chapter Six: Cognitive Development in Infancy | LO1, LO2, LO3, LO4 |
| 7 | Chapter Seven: Social and Personality Development in Infancy | LO1, LO2, LO3, LO4, LO5 |
| 8 | Chapter Eight: Physical Development in Preschoolers | LO1, LO2, LO4, LO5 |
| 9 | Chapter Nine: Cognitive Development in the Preschool Years | LO1, LO2, LO3, LO5 |
| 10 | Chapter Ten: Social and Personality Development in the Preschool Years | LO1, LO2, LO3, LO4, LO5 |
| 11 | Chapter Eleven: Physical Development in Middle Childhood | LO1, LO2, LO4, LO5 |
| 12 | Chapter Twelve: Cognitive Development in Middle Childhood | LO1, LO2, LO3, LO4, LO5 |
| 13 | Chapter Thirteen: Social and Personality Development in Middle Childhood | LO1, LO2, LO3, LO4, LO5 |
| 14 | Chapter Fourteen: Physical Development in AdolescenceChapter Fifteen: Cognitive Development in Adolescence |  |
| 15 | Chapter Sixteen: Social and Personality Development in Adolescence |  |
| Finals | TBA |  |

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

This course is fully online. You may access the course when you choose, but I suggest that you access it at least twice weekly. Please submit any assignments according to the due dates listed below. Keep in mind that you can submit assignments any time prior to the deadline. You do not have to wait until the deadline to submit.

We will utilize our LMS, CANVAS, throughout the course. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.