EDEC 238

Current CCNS Course Learning Outcomes:

Please copy from the CCNS.

1. Identify and critique evidence-based research as it relates to child development.

2. Identify the biological and environmental factors associated with prenatal development, including hereditary, environmental, and risk factors.

3. Discuss development in physical, cognitive, language, emotional, and social domains from birth through age 12.

4. Analyze the interrelatedness and interaction between child developmental domains and biological, environmental, and sociocultural factors.

5. Compare and analyze current and historical theories of development and their implications for working with children.

6. Identify atypical development and individual special needs and describe early intervention services.

7. Practice effective formal and informal observation and assessment methods that gather child development information.

8. Analyze effective research methods.

Optional Additional Resources -

EPIC-ECE Bank of Resources: ECE238

NAEYC position statements for Developmentally Appropriate Practices (4th Ed.), Code of Ethical Conduct, Advancing Equity in ECE, Professional Stds and Competencies for EC Educators.

Eastern Connecticut State University CECE videos

ECLKC content https://eclkc.ohs.acf.hhs.gov/health-services-management/caring-our-children-basics/training-caregiversteachers-administer-medication

Libretext: Human Development Life Span (Overstreet) (using chapters 2 – 7?)

Libretext: Child Growth and Development (Paris, Ricardo, Rymond, & Johnson)

Colorado Early Learning and Development Guidelines

Module #1

	Module Learning Outcome Alignment
List module outcomes here: 1. Define child development and social constructs (race, culture, ethnicity as social constructs) 2. Identify elements of scientific method 3. Compare developmental theories 4. Identify some of the biological and environmental factors that influence development. NAEYC Professional Standard 1a,b,c for modules 1-4	
Learning Materials (/Readings/Interactives/Lectures, etc.)	
Exploration Lecture: Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs, Serving Children from Birth Through Age 8.* (3rd Edition). Washington, DC: NAEYC. Pakulak, E., Gomsrud, M., Reynolds, M. M., Bell, T. A., Giuliano, R. J., Karns, C. M., Neville, H. (2017). Focusing on families: A two-generation model for reducing parents' stress and boosting preschoolers' self-regulation and attention. *YC Young Children, 72*(2), 25-37. NAEYC's *10 Effective Developmentally Appropriate Practices teaching strategies.* [Infographic] McDevitt, T. M., & Ormrod, J. E. (2013). *Child Development and Education (5th Edition).* Upper Saddle River: NJ: Pearson Education. Nature and Nurture - Diversity: Its Nature, Extent, Causes and Effects on People. *World Scientific*, 2015. EBSCOhost. NAEYC (nd). *Three Core Consideration for Developmentally Appropriate Practice.* Retrieved from: https://www.naeyc.org/resources/topics/dap/3-core-considerations. Bligh, C. (2013). *Well-Being in the Early Years*. Critical Publishing. Critical Approaches to the Early Years. EBSCOhost.	1,2,3,4
Power Point Overview of Psychoanalytic, Behaviorist, Cognitive, and Sociocultural Theories - APA (American Psychological Assoc.). Penn, H. (2014). *Understanding Early Childhood: Issues and Controversies.* Maidenhead: McGraw-Hill Education. Human Behavior. (n.d). *In Encyclopædia Britannica online.* Retrieved from online.https://www.britannica.com/topic/animal-behavior/History-and-basic-concepts. Berger, K.S. (2009). *The Developing Person, Through Childhood and Adolescence* (8th Edition). New York, NY: Worth. Charlesworth, R. (2011). *Understanding Child Development* (8th Edition). Belmont, CA: Wadsworth Cengage Learning.	1,2,3,4

Gordon, A.M., & Browne, K. W. (2017). *Beginnings and Beyond, Foundations in Early Childhood* (10th Edition)*. Boston, MA: Cengage Learning. McDevitt, T. M. & Ormrod, J. E. (2013). *Child Development and Education (5th Edition).*Upper Saddle River: NJ: Pearson Education. Dover, Z. (2016, February 2). Rich Kids, Poor Kids. *Exchange Every Day, 4054*. Retrieved from:https://www.childcareexchange.com/eed/issue/4054/. Luscombe, B. (2017, August 8) What is a Typical Family Today? *Exchange Every Day, 4461*. Retrieved from: https://www.childcareexchange.com/eed/issue/4461/ Bligh, C. (2013). *Well-being in the Early Years*. Northwich: Critical Publishing.	
Early Learning Developmental Guidelines - https://earlylearningco.org/	1,3
FPG Snapshot #33 – Evidence based practices empowers early childhood professionals and families	2
NAEYC Core Considerations - https://www.naeyc.org/resources/position-statements/dap/core-considerations	3,4
CRAP Test - https://www.youtube.com/watch?v=Wpjr35uNnWE	2

Module #2

List module outcomes here:
   1. Analyze biological and environmental factors affecting children birth to age 2.
   2. Compare perspectives on pregnancy and childrearing.
   3. Identify developmental milestones up to age two in each developmental domain.
	Module Learning Outcome Alignment

Learning Materials (/Readings/Interactives/Lectures, etc.)	
Exploration Lecture: Prenatal - Berger, K.S. (2009). *The Developing Person, Through Childhood and Adolescence* (8th Edition). New York, NY: Worth. Charlesworth, R., Ph.D. (2011). *Understanding Child Development* (8th Edition). Belmont, CA: Wadsworth Cengage Learning. McDevitt, T. M., & Ormrod, J. E. (2013). *Child Development and Education (5th Edition).* Upper Saddle River: NJ: Pearson Education. Teratogen. (n.d). In *Collins Dictionary* online. Retrieved from https://www.collinsdictionary.com/us/dictionary/english/teratogen	1,2,3

Exploration Lecture:Infant Berger, K.S. (2009). *The Developing Person, Through Childhood and Adolescence* (8th Edition). New York, NY: Worth. Robinson, M. *Development 0-8 : A Journey through the Early Years*. Chapter 4, "Origins," pages 79-101. McGraw-Hill Education, 2008. Charlesworth, R., PhD (2011). *Understanding Child Development* (8th Edition). Belmont, CA: Wadsworth Cengage Learning. Gordon, A.M., & Browne, K. W. (2017). *Beginnings and Beyond, Foundations in Early Childhood* (10th Edition). Boston, MA: Cengage Learning. McDevitt, T. M. & Ormrod, J. E. (2013). *Child Development and Education (5th Edition).* Upper Saddle River: NJ: Pearson Education.	1,2,3
Early Learning Developmental Guidelines - https://earlylearningco.org/	1,3
Pre birth to three environments - https://www.youtube.com/watch?v=f_KQJUxeqok	1,2
Infant Nutrition - https://www.youtube.com/watch?v=pMzW2X7JWWA	2
Early Intervention - https://edtrust.org/increasing-equity-in-early-intervention/	1,2

Module #3

List module outcomes here:	Module Learning Outcome Alignment
1. Examine the biological and environmental factors influencing development in all domains for 3-5-year-olds. 2. Explore the ways to support optimal development in all domains for 3-5-year-olds. 3. Apply theory to 3-5-year old's development.	
R Learning Materials (/Readings/Interactives/Lectures, etc.)	
Exploration Lecture: Bailey. B. (n.d). *Conscious Discipline* [Website]. Retrieved from https://consciousdiscipline.com/ Berger, K.S. (2009). *The Developing Person, Through Childhood and Adolescence* (8th Edition). New York, NY: Worth. Charlesworth, R. (2011). *Understanding Child Development* (8th Edition). Belmont, CA: Wadsworth Cengage Learning. Colorado Department of Education (n.d.) Colorado Child Care Regulations. [Website]. Retrieved from http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Rules-and-Regulations&lang=en	1,2,3

Giedd, J. (2002). Frontline Interview: Inside the Teenage Brain. [Television broadcast]. *Frontline*. Boston, MA: PBS. Gordon, A. M. & Browne, K. W. (2014). *Beginnings & Beyond Foundations in Early Childhood Education (10th Edition).* Boston, MA: Cengage Learning. McDevitt, T. M. & Ormrod, J. E. (2013). *Child Development and Education (5th Edition).*Upper Saddle River, NJ: Pearson Education. Robinson, M. (2008). *Child Development 0-8 : A Journey Through the Early Years*. Maidenhead: McGraw-Hill Education. Parish, T. L., (n.d.) Boys' Behavior – Why Boys Behave the Way They Singer-Vine, J. (2010, July 13). The Twins Who Test Better. *The Wall Street Journal Online.* Retrieved from https://www.wsj.com/ University of South Florida (n.d). *The National Center for Pyramid Model Innovations* [Website]. Retrieved from http://challengingbehavior.cbcs.usf.edu/index.html	
Early Learning Developmental Guidelines - https://earlylearningco.org/	1,2
Vanderbilt University (n.d) Center on the Social and Emotional Foundations of Early Learning [Website]. Retrieved from http://csefel.vanderbilt.edu/resources/strategies.html	1,3
Colorado Center for Social Emotional Competence and Inclusion [Website]. (n.d). Retreived from http://www.pyramidplus.org/	3
Do. [Web Article]. *Brainy Child: All about child brain development*. Retrieved from http://www.brainy-child.com/article/boys-behavior.shtml	1,3
Council for Exceptional Children (2018). *Council for Exceptional Children* [Website]. Retrieved from https://www.cec.sped.org/	2
School Suspensions are an adult behavior - https://www.youtube.com/watch?v=f8nkcRMZKV4&t=1s	2
Child Find - https://www.cde.state.co.us/early/childfind	2

Module #4

List module outcomes here: 1. Analyze how development in all domains progresses from the early years to middle childhood. 2. Determine the environmental factors affecting development, including family and culture.	Module Learning Outcome Alignment

3. Identify atypical development that is more evident in middle childhood and describing effective interventions. 4. Compare social/emotional development , including moral development, between middle childhood and the early years.	
Learning Materials (/Readings/Interactives/Lectures, etc.)	
Exploration Lecture - College of the Canyons Diverse family forms 225-227, moral dev 234-235, physical 238-245, Kohlberg 304-305, cog dev 269-276, language 278-280, 291-293, dev of self 306-309, Gender 310, changes in family 316-318, friends, bullying 320-326 (numerous disabilities are included in the middle childhood chapters 10-12)	1,2,3,4
Early Learning Developmental Guidelines - https://earlylearningco.org/	2
Common Misconceptions about assessment - https://www.edupstairs.org/common-misconceptions-about-assessment/	2
Documenting Children's Learning - https://www.youtube.com/watch?v=RdOqkukZikE	1,4
Observation: Heart of authentic assessment - http://www.cde.state.co.us/resultsmatter/observation.htm	4

Module #5

List module outcomes here: 1. Analyze a child's development, backing up what is said about development using observations, interviews, and other assignments. 2. The theories examined through the course are applied in the analysis of the case study along with environmental and biological factors affecting development NAEYC Professional Standards 1a,b,c and 3b,c	Module Learning Outcome Alignment
Learning Materials (/Readings/Interactives/Lectures, etc.)	
Exploration Lecture: Berger, K.S. (2009). *The Developing Person, Through Childhood and Adolescence* (8th Edition). New York, NY: Worth. Charlesworth, R., PhD (2011). *Understanding Child Development* (8th Edition). Belmont, CA: Wadsworth Cengage Learning.	1,2

Gordon & Brown (2014). *Beginnings & Beyond Foundations in Early Childhood Education (10th Edition).* Boston, MA: Cengage Learning.
McDevitt, T. M. & Ormrod, J. E. (2013). *Child Development and Education (5th Edition).* Upper Saddle River, NJ: Pearson Education.
Robinson, M. (2008). *Child Development 0-8 : A Journey Through the Early Years*. Maidenhead: McGraw-Hill Education.
Strutt, G. F., Anderson, D. R., & Well, A. D. (1975). A developmental study of the effects of irrelevant information on speeded classification. *Journal of Experimental Child Psychology, 20,* 127-135.

TedxKyoto, Takaharu TEzuak - "The Best Kindergarten Ever,", Ted2010, Jamie Oliver - Teach Every Child About Food, A.D.A.M. Education, "Autism", Intelecom, "Inside Out-The Search for Intelligence: Intelligence, TedTalks, "Do Schools Kill Creativity?"

Early Learning Developmental Guidelines - https://earlylearningco.org/	1
Model Based Claims, Evidence, and Reasoning - https://learn.teachingchannel.com/video/model-based-cer-nsf	2
No Child Left Behind Act - https://www.edweek.org/policy-politics/no-child-left-behind-an-overview/2015/04	2
Smartphones, cyberbullying seen as a possible cause for rising teen suicide - https://www.cbsnews.com/news/smartphones-cyberbullying-targeted-as-causes-of-skyrocketing-teen-suicide-rate/	2
Moving beyond anti bias activities - https://www.naeyc.org/resources/pubs/yc/mar2016/moving-beyond-anti-bias-activities	2
CDE Academic Standards - http://www.cde.state.co.us/standardsandinstruction	1,2