I. COURSE NUMBER:   EDT 211  
II. COURSE TITLE:  Child Development:  Birth to Age 8  
III. TERMS OFFERED:  fall  

IV. CATALOG DESCRIPTION: This course focuses on the study of typical physical,  
motor, social-emotional, and aesthetic development of young children ages  
preconception through eight. Assessment, risk factors, environmental design and  
guiding behavior are covered. Students will use this knowledge to reflect on and  
make decisions about practices that serve the need of young children and their  
families. This course relies on field experience to be completed at the Bombeck  
Family Learning Center.  

V. ACADEMIC CREDIT:  3 semester hours  
VI. PREREQUISITES: EDT 110  
Corequisite(s):  EDT 211L  
VII. COURSE GOAL:  

The School of Education and Allied Professions in conjunction with the University of  
Dayton’s Vision 2005 has adopted a school wide theme of “Building Learning  
Communities through Critical Reflection.” The conceptual framework of the School  
of Education and Allied Professions embraces diversity for the promotion of social  
justice, and engages in building a community where the faculty model and  
candidates develop as scholar practitioners who engage in critical reflection.  
Embracing diversity for the promotion of social justice, developing of scholarly  
practitioners, building community, and engaging in critical reflection are unit  
outcomes emphasized in this course. The outcome of “critical reflection” will be a  
central theme in EDT 211.  

The major goals of this course are for candidates to demonstrate an ability to work  
with young children in a manner that reflects the theories and practices described in  
the EDT 211 course and to demonstrate professional dispositions and an ability to  
work as part of an educational team.  

VIII. COURSE OBJECTIVES:  

A. Child Development and Learning: This course prepares early childhood  
professionals who:
1. understand how children develop and provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of young children.

2. understand how young children differ in their development and approaches to learning.

3. understand the conditions that affect children’s development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities

4. have developed knowledge of cultural and linguistic diversity and recognize that children are best understood in the contexts of family culture, and society

5. have developed an understanding of the interrelationships among culture, language, and thought and of the function of the home language in the development of young children.

B. Curriculum Development and Implementation: This course prepares early childhood professionals who:

1. have developed a variety of strategies to encourage children’s physical, social, emotional, aesthetic, and cognitive development.

2. understand the influence of the physical setting, schedule, routines, and transitions on children and their behavior and use this information to provide positive behavior supports and promote children’s development and learning.

3. have developed an understanding of the developmental consequences of stress and trauma, protective factors, and resilience, the development of mental health, and the importance of supportive relationships.

C. Family and Community Relationships: The course prepares early childhood professionals who:

1. establish and maintain positive, collaborative relationships with adults in the classroom including parents.

2. inform parents of their child’s learning and development by making portfolio entries and by preparing a parent note.

3. demonstrate sensitivity to differences in family structures and social and cultural backgrounds including students w/exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins.

D. Professionalism: This course prepares early childhood professionals who:

1. make decisions by reflecting on their practices, articulate a philosophy and rationale for decisions, and continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals)

2. extend their ability to actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
IX. COURSE TOPICS (Listing of units to be covered)

A. Locating, Reading and Evaluating Research on Child Development and Education
B. Developmentally Appropriate Practice
C. NAEYC’s 12 Principles of Development and Learning
D. Early Childhood Teacher as Reflective Decision Maker
E. NAEYC Code of Ethical Conduct: Core Values
F. Assessment and Systematic Observation: Anecdotal Records, and Developmental and Early Learning Content Standards Checklists
G. Genetics, Risk Factors, and Prenatal, Natal and Postnatal Development
H. Brain Development
I. Physical Growth and Motor Development
J. Stimulating and Supporting Language and Emergent Literacy
K. Book Reading and Asking Open Ended Questions to Support Inquiry
L. Intelligence: IQ Testing, Giftedness, Mental Retardation, Multiple Intelligences
M. The Environment as the 3rd teacher
N. ECERS and ITERS
O. Social and Emotional Development
P. Pro-social Guidance
Q. Developing a Sense of Self
R. Individual Differences (ie. temperament, exceptionalities, ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins)
S. Resiliency, Poverty and the Impact of Violence
T. Gender and Sexuality
U. Sibling and Peer Relationships
V. Parenting Styles and Basic Communication Techniques
W. Universal Precautions, Sanitation and Toileting

X. TEACHING METHODS

A. Class Discussion
B. Power Point Presentations
C. Ongoing student-mentor dialog
D. Cooperative learning
E. Case studies
F. Exams
G. Performance-based evaluation
H. Audio-visuals
I. Student presentations

XI. STUDENT EVALUATION CRITERIA

A. Undergraduate Program Benchmarks and Benchmark Flags: The following benchmark requirements are in effect for all teacher licensure candidates. Failure to meet a benchmark listed below results in a candidate being withdrawn from a licensure program. The candidate can be re-admitted after
the benchmark has been met, with approval from the Program Coordinator or Chair of the Department of Teacher Education.

1. GPA: Below 2.5 GPA cumulative, in professional education courses and/or in concentration courses (when applicable)
2. PRAXIS I: Failure in any or all sections
3. Grade of “D” or lower in an EDT course
4. Unexcused absences in a Teacher Education course cannot exceed 13% in any given course (University policy for FY students is 13%)

Two or more flags may constitute a Benchmark failure.

1. Feedback which includes a “not met” or “one” in a competency on the field observation forms
2. A “C-” in an EDT course
3. Poor evaluation from a course instructor
4. Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%.

B. Course Requirements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final</td>
<td>100 pts.</td>
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<tr>
<td>Rationale for Focus Area and Four Year Plan</td>
<td>50 pts.</td>
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<tr>
<td>Parent Note</td>
<td>40 pts.</td>
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<tr>
<td>Research Presentation</td>
<td>100 pts.</td>
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<tr>
<td>Development Case Study Analysis and Reflection</td>
<td>50 pts.</td>
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<tr>
<td>Running Record</td>
<td>25 pts.</td>
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<tr>
<td>Child Skills Checksheet</td>
<td>25 pts.</td>
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<tr>
<td>Book Reading Assignment with Engagement Check</td>
<td>50 pts.</td>
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<tr>
<td>ECERS/ITERS Worksheet</td>
<td>10 pts.</td>
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<tr>
<td>Participation (Includes attendance, class participations)</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Field Experience Evaluation (must receive less than two 1's)**</td>
<td>P/F</td>
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</tbody>
</table>

**Program Benchmark Assignment

TOTAL POSSIBLE POINTS 600 pts.

C. Course Grade Criteria: Total number of points possible 600

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Point Range for this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>565-600</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
<td>553-564</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
<td>541-552</td>
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<td>Grade</td>
<td>Range</td>
<td>Grade</td>
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<tr>
<td>B</td>
<td>87-90</td>
<td>B-</td>
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<tr>
<td>C+</td>
<td>82-84</td>
<td>C</td>
</tr>
<tr>
<td>C-</td>
<td>75-77</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
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</tbody>
</table>

XII. TECHNOLOGY STATEMENT

A. Students will utilize e-mail and a web board to engage in such activities as threaded conversations, collaboratively web-based case studies, and to maintain communication with course instructors, student colleagues and mentor teachers.
B. Students will conduct web-searches to access information.
C. Students will use advanced word processing, publishing, and formatting skills as well as PowerPoint to create a professional Poster Presentation.

XIII. FIELD-BASED EXPERIENCES  45 Hours Bombeck Family Learning Center

A. Extend ability to observe and participate under supervision of qualified professionals in a Bombeck Center classroom with infants toddlers and preschoolers.
B. Expand ability to work effectively over time with children of diverse ages (infants, toddlers, preschoolers, or primary-school age), children with diverse abilities, and children reflecting culturally and linguistically diverse family systems. (6.2)
C. Expand ability to analyze and evaluate field experiences, including supervised experience in working with parents and supervised experience in working with interdisciplinary teams of professionals. (6.4)

XIV. TEXT(S) Required


XV. SUPPLEMENTARY RESOURCES:

American Psychological Association Style Manual (5th)

XVI. DISABILITY STATEMENT:
To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form from the Office of Students with Disabilities indicating that you have a disability which requires accommodation, please present it to all course instructors so we can discuss the accommodations you might need in class.

XVII. BENCHMARK STATEMENT:

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   4. Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%

XVIII. PLAGIARISM STATEMENT:

Plagiarism is defined in the University of Dayton Student Handbook. Plagiarism involves:

A. Quoting directly from any source of material including other students' work and materials from research consultants without appropriately citing the source and identifying the quote
B. Knowingly citing an incorrect source
C. Using ideas (other than information that is common knowledge) from any course of material including other students' work and materials from research consultants without citing the source and identifying the borrowed material/ideas
D. Faculty may establish additional guidelines for plagiarism -
Ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in appropriately quoting and citing sources used.

Additional information on plagiarism is available through the U.D. Roesch Library website (http: library.udayton.edu/faqs/howto/plagiarism.php).

Students should be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor's discretion. Detection of plagiarized passages or work can result in disciplinary action.

XIX. DATE OF SYLLABUS DEVELOPMENT OR REVISION: 8/10/07