



North Central State College

MASTER SYLLABUS

2026-2027

- A. Academic Division: Liberal Arts
- B. Discipline: Education
- C. Course Number and Title: EDUT1070 Introduction to Child Development
- D. Assistant Dean: Laura Irmer, MFA, MA
- E. Credit Hours: 3
- F. Prerequisites: None
- G. Last Course/Curriculum Revision Date: Fall 2023 Origin date: 05/05/2012
- H. Textbook(s) Title:
- *Effective Practices in Early Childhood Education: Building a Foundation*
 - Author: Sue Bredekamp/Gail Joseph
 - Copyright Year: 2024
 - Edition: 5th
 - ISBN: 9780135331712
- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This course addresses both typical and atypical child development from birth through age eight. The course provides an overview of early childhood theorists. Studying early childhood development is essential to becoming an effective teacher of young children. The importance of understanding the interrelationship of the physical, cognitive, social, emotional, language, and aesthetic domains is also addressed. Developmental domains are presented with examples drawn from diverse cultures. The course also highlights the diversity of child development, preparing professionals to meet the unique needs of children from a wide variety of backgrounds. This multicultural perspective prepares adults to meet the distinct needs of every child.
- K. College-Wide Learning Outcomes

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication – Written	Written Communication VALUE Rubric – Research Paper
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Analyze the characteristics of children that cause them to act very differently from adults in language, interactions, understanding, emotional response, and motivation—drawing from life observations and recognizing the role of cultural influences.	Weeks – 1, 4, 9, 12 Chapter Study Questions Video Reflection Exams – Week – 8 & 16
2. Describe the typical or atypical development of children through the interrelation and influence of developmental domains.	Weeks – 5, 6, 8, 9 Chapter Study Questions Observation Video Reflection Exams – Week 8 & 16
3. Identify influential theories of development and learning and their implications for teaching young children including maturationist, psychoanalytic, cognitive-development, sociocultural, behaviorist, information processing, and ecological systems.	Weeks - 3, 4, 9, 10 Chapter Study Questions Exams – Week 8 & 16
4. Explain evidence for the influence of both nature and nurture in children’s learning and development.	Weeks – 2, 4, 11, 12, 13 Video Reflections Research Assignment Chapter Study Questions Exams – Week 8 & 16
5. Describe how early learning environments and play influence the positive developmental characteristics and accomplishments from birth through age 8.	Weeks – 2, 4, 5, 6, 11 Chapter Study Questions Discussion Board Exams – Week 8 & 16
6. Discuss the importance of relationships between families, professionals, and caregivers in promoting development.	Weeks – 6, 7, 16 Chapter Study Questions Activities/Discussion Board Exams – Week 8 & 16
7. Explain a variety of research strategies in child development and assessment.	Weeks – 1, 3, 9, 8, 11, 16 Chapter Study Questions Research Assignment Exams Week 8 & 16

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Below Average
00--59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences.

Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



North Central State College
SYLLABUS ADDENDUM

Academic Division:	Liberal Arts	Discipline:	Education
Course Coordinator:	Teri Brannum		
Course Number:	EDUT 1070-921	Course Title:	Introduction to Child Development
Semester / Session:	Fall 2026 / Session B	Start / End Date:	10/19/2026 thru 12/11/2026

Instructor Information

Name:	Teri Brannum	Credentials:	MS Education/BA Elementary Ed/ AA Early Childhood
Phone Number:	419-566-0330	E-Mail Address:	tbrannum@ncstatecollege.edu
Office Location:	Online	Office Hours:	Tues-Thurs. 10 a.m. – 12:00 p.m. – Phone/Zoom

I. Topical Timeline / Course Calendar (Subject to Change):

Weeks	Topics	Assignment	Due Date
1 Oct. 19-Oct. 24	Welcome Foundation of Early Childhood Education	Discussion Board – <i>Ice Breaker</i> Syllabus Scavenger Hunt/Quiz Run Hide Fight Video/Quiz Child Care Profession – Video 1.1 Brain Research – Video 1.3 *Reflection Reading Chapter 1 / Quiz	At the end of the week.
2 Oct. 26-Oct. 31	Continued – Foundation of Early Childhood Education <i>Instructions for Theories Research</i>	Research project Reading Chapter 2 & 3 Discussion Board #2 Conscious Discipline – Video B. Bailey Quiz Chapters 2 & 3	At the end of the week.
3 Nov. 2-Nov. 7	Learning and Developing from Birth to Age 8: Who We Teach	Reading Chapter 4 & 5 Lilian Katz – Video / Reflection Midway check In Quiz chapters 4 & 5	At the end of the week.
4 Nov. 9-Nov. 14	Intentional Teaching: How to Teach Instructions for Observation	Reading Chapter 7 Reading Chapter 8 Midterm Exam	At the end of the week.
5 Nov. 16-Nov. 21	Continued – Intentional Teaching: How to Teach	Reading Chapter 9, 10 & 11 Discussion Board #3 Early Development Thrive Before Five Molly Wright – Video / Reflection Quiz – chapter 9, 10 & 11	At the end of the week.
6 Nov. 23-Nov. 28	Implementing an Effective Curriculum: What to Teach	Reading Chapters 12 & 13 Theorist Presentation Evaluating Play Materials Quiz – Chapters 12 & 13	At the end of the week.

Course Number: EDUT 1070-921
Semester / Session: Fall 2026/ Session B

Course Title: Introduction to Child Development
Start / End Date: 10/19/2026 thru 12/11/2026

Weeks	Topics	Assignment	Due Date
7 Nov. 30 – Dec. 5	Continued – Implementing an Effective Curriculum: What to Teach	Reading Chapter 14 & 15 Theorist Peer Reviews Class Activity Discussion Board #4 Quiz – Chapters 14 & 15	At the end of the week.
8 Dec. 7- Dec. 11	Continued – Implementing an Effective Curriculum: What to Teach	Chapter 16 FINAL EXAM Reflection Exam KWBL	At the end of the week.

II. Grading and Testing Guidelines:

Final Grade Calculation

Activity	Qty	Points	Percentage
Course Information quizzes	2	25	5%
Chapter Quizzes	7	155	29%
Discussion Boards/Reflections	4	80	15%
Research Presentation	1	50	9%
Mid-Point Check In	1	5	1%
Activities	2	50	9%
Observation	1	30	6%
Exams	2	140	26%
TOTAL POINTS		535	100%

III. Examination Policy:

- The reasons why a student will be excused from taking an examination:
 - Hospitalization (with documented verification)
 - Death in the immediate family (with documented verification)
 - Personal illness or illness in immediate family - (doctor's excuse required).
- A student who misses an examination for any reason is responsible for:
 - Current work.
 - Arranging with the instructor whether or not the exam can be made up.
 - Scheduling a day/time to make up for the exam without falling behind. Exams must be made up within one week of the original exam date.
- The Mid-term exam will be administered during week 4. It is only available in an online format.

IV. Class Attendance and Homework Make-Up Policy:

- Class attendance is necessary to acquire the knowledge required to:
 - Succeed in this course
 - Succeed in the marketing field
- Students are responsible for:
 - Communicating with the instructor any absences, unforeseen or otherwise.
 - Known absences must be communicated in advance.
- ATTENDANCE POLICY:**
 - Online Sections: There are no face-to-face attendance requirements in online sections. It is anticipated that students will be logging onto the course frequently (many times each week). Your attendance in online sections will be marked each week as:
 - Fully attended (submitting all assignments for the module on time);
 - Partially attended (submitting some portion of assignments for the module on time); or
 - Absent (not submitting any assignments for a module on time).

4. Homework/Participation Requirements and Make Up Policy

Students must participate within the first week of the term in order to avoid being dropped for non-participation. This is a college-wide policy. Students must also participate in and achieve at least 67% success by the point of mid-term grade reporting to again avoid being dropped from the course for non-participation (college-wide policy).

Homework can only be made up in extenuating circumstances that are approved in advance by the instructor.

Assignments submitted late without instructor approval may not be graded.

Students are responsible for:

- a. Checking in with the instructor if they have questions or need assistance in completing an assignment.
- b. Knowing when assignments and exams are due.
- c. Midterm Check-In **will NOT be accepted late**. This assignment is time sensitive in order for you to benefit from the instructors feedback.

EVERY student in the class will receive 3 “tokens” for the term. The tokens can be used for late assignments or missing a discussion board post. No questions asked.

There are no late assignments accepted after the last day of the term—NO EXCEPTIONS!
Any assignments listed with due dates within finals week are final!

V. Classroom Expectations:

1. All communications and conduct in this course are subject to the NC State Student Code of Conduct.
2. Any act of violence or threat of violence will be strictly forbidden.

3. General professionalism Expectations:

- a. As a future professional in your field, you will be expected to conduct yourself as a professional in this course in ALL communications – assignments, discussion forums, Canvas Inbox, emails, etc.
- b. Expectations include, but are not limited to:
 - **Being respectful of classmates’ opinions, work, and comments**
Good test = Is this something I would/should say to a co-worker in person?
 - **Being respectful in communications with the instructor**
Good test = Is this something I would/should say to my boss in the workplace?
 - **Using Non-Profane, Appropriate Language.**
Good test = Is this language you would use in the workplace or in front of your grandmother?
 - **Using proper, NON-“Text speak” Language to make Yourself Easily Understood**
Good test = could my older boss understand what I have written?

4. **Online Course Conduct: Netiquette, Emoticons and Conveying Feelings in an Online Environment.**

In face-to-face conversations, social signals, facial expression, and body language suggest how participants feel about a topic and discussion. Online course participants generally do not have the luxury of seeing or hearing their classmates directly. Others may interpret your email, messages, and discussion posts differently due to the lack of physical contact and assessment during your communication. As a result, online communities have developed tools to assist members in sharing their facial expressions, emotional reactions, and other feelings. Please note that many of these techniques may be used in the Canvas Discussion Boards and emails.

5. **Email:** When contacting your instructor via email, always include your first and last name and course information (Ex: Teri Brannum, EDUT-1070A-920). **ALWAYS SEND** your comments or questions **about this course** through Canvas Course email - **NOT** my college email. I receive a large number of emails, and I **do not want to miss yours**. However, you should remember to check your college email for information from other departments (financial aid, student services, advising, etc.).