

Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Child Growth and Development
Course Prefix and Number – TECA 1354
Department – Education /Early Childhood

Division – Technology
and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course – 3 hours

Course Catalog Description - A study of the physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prerequisites/Corequisites - Meeting THEA Reading and Writing requirements is required.

Approvals – *the contents of this document have been reviewed and are found to be accurate.*

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 04-28-2009
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 04-28-2009
Division Chair Stephanie Dees	Signature <i>Stephanie Dees</i>	Date 4/28/09
Vice President Dr. Ty Paté Dean	Signature <i>Ty Paté</i>	Date 5-1-09



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

I. Summarize principles of growth and development.

- Explain the principles of growth and development.
- Analyze the various influences or factors that may influence all domains of development (such as culture, historical influences, stress, family life, nutritional issues, etc.).
- Investigate the integrated relationship between physical, cognitive and socio-emotional development.
- Describe how current research impacts ones understanding of growth and development.

II. Summarize developmental stages in various domains.

- Explain the process of development from conception through birth and explore the various stages of prenatal development.
- Investigate potential prenatal risks and concerns.
- Describe physical development from conception through adolescence.
- Describe cognitive development from conception through adolescence.
- Describe social/emotional development from birth through adolescence.

III. Discuss Theories of development:

- Explain the purpose of child development study and research
- Compare and contrast theories of child development (in all domains-physical, cognitive, language, and social-emotional).
- Analyze theoretical approaches, research and theorists.
- Describe the nature vs. nurture debate

IV. Discuss the impact of developmental processes on early childhood practices.

- Describe a developmentally appropriate environment for all developmental stages.
- Explain developmentally appropriate practice.

V. Discuss types and techniques of observation.

- Analyze types of observation techniques.
- Describe ethical issues in observation and assessment of children.

VI. Explain the importance of play.

- Discuss the developmental significance of play.
- Describe the various models and stages of play.

VII. Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<p>1. Students will demonstrate skills in practical application of developmental principles and theories, observation techniques, and recognition of growth and developmental patterns in children ages birth-18 years.</p> <p>2. Students will identify developmental milestones in children from conception-adolescence in the areas of physical , cognitive, language, social, and emotional development.</p> <p>3. Students will identify basic tenets of developmental theories in the areas of physical, cognitive, language, social, and emotional development from birth-adolescence.</p> <p>4. Students will explain why certain practices are called "developmentally appropriate" according to developmental timetables and developmental theories.</p>	<p>1, 2, and 4. Students will submit a portfolio of written assignments including the following:</p> <ul style="list-style-type: none"> a) one review of a scholarly journal article, b) one 30-minute observation of an infant or child, c) 5 developmentally appropriate activities, d) a clinical interview of a child using the Piagetian tasks, e) and a timeline of personal development, documenting a 5-year time span of the student's own life (0-18 years). <p>This project will be graded according to a departmental rubric with the student achieving a minimum grade of 70.</p> <p>2, 3, and 4. Three major tests and any other quizzes or tests deemed necessary by the instructor (minimum grade of 70 demonstrates mastery).</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

McDevitt, T. & Ormrod, J.E. (2010). Child development and education, 4th ed., Allyn & Bacon (ISBN-10: 0137133839)

Copple, C. & Bredekamp, S. (2008). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. (3rd ed.). Washington, DC: NAEYC. (ISBN 13: 978-1-928896-64-7)

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

none

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

After reading the texts and participating in lectures and class discussions, students will submit a portfolio of written assignments applying theoretical principles of child development and principles of developmentally appropriate practices. Students will demonstrate reading comprehension and writing composition skills at the college level and will utilize basic computer literacy skills in the completion of independent research projects on selected topics in child development.

Grading Criteria

90-100.....A Excellent work	3 tests (25% each).....75% of grade
80-89..... B Strong work	
70-79.....C Average work	Portfolio of written work, attendance, and
60-69.....D Minimal level of proficiency	class participation.....25% of grade
59 and below...F Does not pass course standards	

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)

No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**

Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist