



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

Course Catalog Description –

A study of the physical, emotional, social, language, and cognitive factors impacting growth and development of children through adolescence.

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

Prerequisites/Co-requisites –

Meeting Texas Success Initiative (TSI) Reading and Writing requirements is required.

Prepared by Barbara S. Lynn

Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



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 (from the prenatal period to age 18 years)
 - Explain the principles of growth and development.
 - Analyze the various influences or factors that may influence all domains of development (such as prenatal health care, 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 one's understanding of growth and development.

- II. Summarize developmental stages in various domains (from the prenatal period through age 18 years)
 - Explain the process of development from conception through birth and explore the various stages of prenatal development.
 - Investigate potential prenatal risks and concerns and discuss practices that tend to ensure the birth of a healthy infant.
 - Describe/discuss physical development from conception through adolescence.
 - Describe/discuss cognitive development from conception through adolescence.
 - Describe/discuss social-emotional development from birth through adolescence.

- III. Discuss theories of development:
 - Explain the purpose of child development study and research (birth-age 18 years)
 - Compare and contrast theories of child and adolescent development (in all domains-physical, cognitive, language, and social-emotional).
 - Analyze theoretical approaches, research, and theorists.
 - Describe the nature vs. nurture debate and the interaction between these two variables

- IV. Discuss the impact of developmental processes on parenting and educational practices.
 - Describe a developmentally appropriate environment for all developmental stages, focusing on creating environments that are physically and emotionally safe for each age; discuss the prevention of child abuse in all its forms (neglect, physical abuse, psychological abuse, and sexual abuse)
 - Explain developmentally appropriate practice (appropriate for the age/stage, individual differences, and culture of the child or adolescent).

- 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

National Association for the Education of Young Children Standards measured in this course:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

| <p style="text-align: center;">Learning Outcomes</p> <p>Upon successful completion of this course, students will:</p> | <p style="text-align: center;">Methods of Assessment</p> |
|---|--|
| <ol style="list-style-type: none"> 1. Summarize principles of growth and development. 2. Identify typical stages of cognitive, social, physical, language, and emotional development and will identify milestones for each domain across the stages. 3. Compare, contrast and apply theories of development in practice. 4. Discuss the impact of developmental processes on educational practices. 5. Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children's learning and development. 6. Demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns 7. Students will explain why certain practices are called "developmentally appropriate" according to developmental timetables and developmental theories. 8. Students will describe the symptoms of child abuse and neglect and discuss ways to support families who are at risk for abusive behavior. | <p>1, 2, 4, 6, and 7. Students will submit a portfolio of written assignments including the following:</p> <ol style="list-style-type: none"> a) one review of a scholarly journal article with an advocacy letter written to an elected or appointed official on the selected issue, b) one 30-minute running record 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 and is Key Assessment 4 to measure NAEYC standards.</p> <p>1, 2, 3, 4, 5, 6, 7, and 8. Three major tests (one of which is the comprehensive departmental final) and any other quizzes or tests deemed necessary by the instructor (minimum grade of 70 demonstrates mastery).</p> <p>1., 4., 7, and 8. Students will participate in small group discussions on topics applicable to parenting practices, child care, and the education of children ages 0-18 years and will submit 5 developmentally appropriate activities for a selected age group in their portfolio.</p> |

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

Most recent edition of:

McDevitt, T. & Ormrod, J.E. (most recent edition). Child development and education., Allyn & Bacon.

Optional text: (used in several TECA and CDEC courses)

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. The grade will be calculated as follows:

| 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 class participation.....25% of grade |
| 60-69.....D Minimal level of proficiency | |
| 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**
If needed, revise the Program SCANS Matrix & Competencies Checklist.