

ACC Child Care & Development Dept.  
CDEC /TECA 1354 Child Growth and Development  
Master Syllabus

**Course Description:** A study of the physical, emotional, social, and cognitive factors of growth and development of children birth through adolescence. There are no required lab hours for this course. (Formally CDEC 1354) (3-3-0)

**Prerequisites:** DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

**Co-requisites:** DEVR 1303 or DEVW 1403 or satisfactory score on appropriate placement test.

**Required Text:** Current edition of *The Developing Person* and *The Developing Person Student Study Guide*, Berger, Kathleen

**Instructional Methodology:**

- **In Class:** Students will participate in a variety of activities in class including instructor lectures, group discussions and projects. In addition, a regularly scheduled lab will be required.
- **OPC/ITV:** This course is part of the open campus (OPC) offerings at ACC. There are no regularly scheduled class meeting times. This course is also designated as ITV (Instructional Television). Students are responsible for textbook reading, video viewing, and should adhere to the attached calendar to meet various due dates for tests and projects. Both observation and participation in a toddler or preschool classroom are required.

**Course Rationale:** This course is an introduction to prenatal through adolescent growth and development which serves as the foundation upon which practical work with children is based.

**NAEYC Standards:**

**STANDARD 1: *Promoting Child Development And Learning***

**1a:** Knowing and understanding young children's characteristics and needs

**1b:** Knowing and understanding the multiple influences on development and learning

**1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**Course Objectives:**

1. Summarize principles of growth and development.
  - a. Explain the principles of growth and development.
  - b. Understand how development in any one domain impacts development in other domains.
  - c. Analyze how specific factors (e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc.) may affect individuals in one or more developmental domains.
  - d. Recognize factors affecting the physical growth & health of students (ex. nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students' physical growth and health impact their development in other domains.
  - e. Describe how brain research impacts current knowledge of growth and development.
  - f. Analyze ways in which factors in the home and community (e.g. Parent expectations, availability of community resources, community problems) impact

- student learning.
- g. Understand the lifelong impact of multiple influences and experiences on individual development and on society.
2. Know the typical stages of cognitive, social, physical and emotional development
    - a. Explain the process of development from conception through birth.
    - b. Describe physical, fine and gross motor and perceptual development from conception through adolescence.
    - c. Explain cognitive development from conception through adolescence and demonstrates knowledge of developmental changes in children's thinking (i.e., from primarily concrete thinking to the ability to reason and think logically to understand cause and effect, and to organize information systematically.).
    - d. Describe social and emotional development (including self-concept and self-esteem) from birth through adolescence. And recognize factors affecting the social and emotional development of students (lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students' social and emotional development impacts their development in other domains.
    - e. Describe receptive and expressive language development from birth through adolescence.
    - f. Outline literacy development from birth through adolescence.
    - g. Recognize signs of developmental delays or impairments in students
  3. Discuss theories of development.
    - a. Explain the purpose of child development study and research.
    - b. Analyze theoretical approaches, research and theorists.
    - c. Describe the interaction of biological and environmental influences on growth and development.
    - d. Describe practical applications of theories.
    - e. Understand the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (i.e. Connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students)
  4. Discuss the impact of developmental processes on educational practices.
    - a. Recognize the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
    - b. Analyze how developmental characteristics of students impact learning and performance
    - c. Accept and respects students with diverse backgrounds and needs
    - d. Discuss how brain development research impacts classroom practice.
    - e. Understand that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge
  5. Know the stages of play development (i.e. from solitary to cooperative) and 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 and recognition of growth and developmental patterns.

SCANS Competencies covered in TECA 1354 Child Development include: identifying, organizing, planning and allocating resources (**Resources**); working well with others (**Interpersonal Skills**); understanding complex interrelationships (**Systems**) acquiring and using information (**Information**); thinking creatively, making decisions, solves problems, visualizes, knows how to learn, and reasons (**Thinking Skills**); reads, writes, performs mathematical operations, listens, and speaks (**Basic Skills**); displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (**Personal Qualities**).

### **Course Policies and Requirements:**

**Lab Policy:** This course has 0 required hours of field experiences.

**Attendance:** Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

**Withdrawals:** Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

**Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.**

#### **'Third attempt' course tuition**

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an **additional \$60** per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

#### **Students affected by this new policy should note the following:**

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

**Incompletes:** An incomplete may be assigned only if the student is making satisfactory progress and has completed at least half of the tests, assignments and fieldwork.

**Reading and Writing Requirements:** This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVV 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

**Legible Assignments:** I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

**Professional Ethics:** You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at [www.naeyc.org](http://www.naeyc.org). In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

**Scholastic Dishonesty:** ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

**Electronic Technology:**

During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

**Students with Disabilities:** The Student Handbook states that: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

**Student Freedom of Expression:** Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.