

ACC Child Care & Development Department
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. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. There are no required lab hours for this course. (Formerly CDEC 1354) (3-3-0)

Prerequisites: DEVR 0300 and DEVW 0310 or satisfactory score on appropriate placement test.

Co-requisites: DEVR 0310 or DEVW 0320 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.

Child Development Program Level Student Learning Outcomes
STANDARD 1: The student will apply an understanding of child development and learning.
STANDARD 2: The student will explain how to build family and community relationships.
STANDARD 3: The student will demonstrate how to observe, document and assess in order to support young children and families.
STANDARD 4: The student will demonstrate skills in teaching and analyze young children's learning.
STANDARD 5: The student will demonstrate skills of a professional.

NAEYC Standards and Program Level Outcomes:

STANDARD 1: *The student will apply an understanding of child development and learning by:*

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

STANDARD 3: *The student will demonstrate how to observe, document, and assess in order to support young children and families by:*

3b.: Discussing and using observation, documentation and other appropriate assessment tools

Course Objectives:

1. Summarize principles of growth and development in various domains.
 - 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.

Standard 1
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

Standard 1
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)

Standard 1

4. Discuss the impact of developmental processes on educational practices and types and techniques of observations
 - 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

Standard 1 & 3

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.

Standard 1

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

Standard 1 & 3

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.

Reading and Writing Requirements: This course requires that students have successfully completed Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills Improvement (DEVR 0310) and Writing Skills I (DEVW 0320) or satisfactory score on an appropriate placement test.

Legible Assignments: All assignments are expected 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. 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.

College Policies

Attendance/Class Participation:

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Incompletes

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Statement on Scholastic Dishonesty

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Statement on Students with Disabilities

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at <http://www.austincc.edu/support/osd/>

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

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Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Testing Center Policy

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)

- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

Student And Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.