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

Semester Hours: 3

Lecture/Lab Hours: This class meets for three (3) lecture hours per week.

Prerequisite: None required


Student Learning Outcomes: Upon completion of this course the student will be able to:
1. Summarize principles of growth and development and developmental stages in various domains. *1, 2,4,5,6,7,9,10,11
2. Knows the typical stages of cognitive, social, physical and emotional developmental.*1, 2,4,5,6,7,9,10,11
3. Discuss theories of development. *1, 2,4,5,6,7,9,10,11
4. Discuss the impact of developmental processes on education practices. *1, 2, 4,5,6,7,8,9,10,11
5. Knows 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 development patterns.

Evaluation Method: Grades will be based on the following criteria:
- Assignments: 25%
- Projects and Research: 20%
- Presentations: 15%
- Test & Final: 35%
- Attendance: 5%

A 100-90 Points, B 89-80 Points, C 79-70 Points, D 69-60, F 59 & below

The course grade is comprised of (3) lecture hours per week. Failure to do assignments, and/or excessive absences may result in the student being dropped from the course.

Student Contribution: Each student is expected to spend 3 hours per week preparing for class. Attendance is crucial for the success in this course.

Scans Competencies: The Secretary’s Commission on Achieving Necessary Skills (SCANS) has identified 1) reading, 2) writing, 3) mathematics, 4) speaking and listening, 5) thinking skills, 6) personal qualities, 7) resources, 8) interpersonal skills, 9) information, 10) systems, and 11) technology. Asterisk and number indicates one or more of SCANS competencies.
COMPETENCY PROFILE
TECA 1354
CHILD GROWTH & DEVELOPMENT
Directions: Evaluate the student, using the rating scale below. Check the appropriate number to indicate the degree of readiness rather than the grade given in class.

RATING SCALE:  
- **4 SKILLED** - can work independently with no supervision.
- **3 MODERATELY SKILLED** - can perform job completely with limited supervision.
- **2 LIMITED SKILL** - requires instruction and close supervision.
- **1 NO SKILL** - no experience or knowledge in this area.

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<th>Rating</th>
<th>LEARNING OUTCOMES</th>
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<tr>
<td>1</td>
<td>1. Summarize principles of growth and development and developmental stages in various domains. *1,2,4,5,6,7,9,10,11</td>
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<td>2</td>
<td>a. Explain the principles of growth and development *1,2,3,5,7,9</td>
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<td>3</td>
<td>b. Understand how development in any one domain impacts development in other domains. *1,2,3,5,7,9</td>
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<td>4</td>
<td>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. *1,2,3,5,7,9</td>
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<td>d. Recognizes factors affecting the physical growth &amp; health of students (ex. Nutrition, sleep, prenatal exposure to drugs, abuse) and knows the students’ physical growth and health impact their development in other domains. *1,2,3,5,7,9</td>
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<td>e. Describe how brain research impacts current knowledge of growth and development. *1,2,3,5,7,9</td>
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<td>f. Analyzes ways in which factors in the home and community (eg. Parent expectations, availability of community resources, community problems) impact student learning. *1,2,3,5,7,9</td>
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<td>g. Understands the lifelong impact of multiple influences and experiences on individual development and on society. *1,2,3,5,7,9</td>
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Name: __________________________________________

Skilled- can work independently with no supervision
Moderately skilled- can perform job completely with limited supervision
Limited skill- requires instruction and close supervision
No skilled- no experience or knowledge in this area

1. Reading
2. Writing
3. Mathematics
4. Speaking and Listening
5. Thinking Skills
6. Personal Qualities
7. Resources
8. Interpersonal Skills
9. Information
10. Systems
11. Technology
COMPETENCY PROFILE  
TECA 1354 – CHILD GROWTH & DEVELOPMENT  
Competencies

Directions: Evaluate the student, using the rating scale below. Check the appropriate number to indicate the degree of readiness rather than the grade given in class.

RATING SCALE:  4 SKILLED - can work independently with no supervision.  
3 MODERATELY SKILLED - can perform job completely with limited supervision 
2 LIMITED SKILL - requires instruction and close supervision.  
1 NO SKILL - no experience or knowledge in this area.

Name: _____________________________________________
Rating ____________________________________________

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<td>4.</td>
<td>Discuss the impact of developmental processes on educational practices. *1,2,4,5,6,7,9</td>
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<td>a. Recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning. *1,2,4,5,6,7,9,10</td>
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<td>b. Analyzes how developmental characteristics of students impact learning and performance. *1,2,3,4,5,6.</td>
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<td>c. Accepts and respects students with diverse backgrounds and needs. *1,2,4,5,6,7,9,10</td>
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<td>d. Discuss how brain development research impacts classroom practice. *1,2,4,5,6,7,9,10</td>
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<td>e. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge. *1,2,4,5,6,7,9,10</td>
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<td>5.</td>
<td>Knows the stages of play development (i.e. from solitary to cooperative) and the important role of play in young children’s learning and development. *1,2,4,5,6,7,9,10</td>
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<td>Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and development patterns. *1,2,4,5,6,7,9,10</td>
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1. Reading  7. Resources 
2. Writing  8. Interpersonal Skills 
4. Speaking and Listening  10. Systems 
5. Thinking Skills  11. Technology 
6. Personal Qualities
ADA Statement: No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the College District, or be subjected to discrimination by the College District. Nor shall the College District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. 42 U.S.C. 12132; 28 CFR 35.130(g).

See at: GL (Legal)

Special Needs Services: Students with special needs, including physical and learning disabilities, who wish to request accommodations in this course should contact the Student Development Office as soon as possible to make arrangements; this should occur no later than the second week of class or as soon as the student has the documentation on the disability and requested accommodation per a certified medical or psychological professional. In accordance with federal law, a student requesting accommodations must provide documentation of disability to the Student Development Advisor.

For more information, contact: in Alice at sdalice@coastalbend.edu; Beeville at sdbeeville@coastalbend.edu; Kingsville at sdkingsville@coastalbend.edu; and Pleasanton at sdplesanton@coastalbend.edu.

Academic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College’s rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Coastal Bend College Policies FLB (Local) and FM (Local). Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

See at: FLB (Local) and FM (Local).

See the Student Handbook for further explanation of Scholastic Dishonesty.

Copyright Law and Intellectual Property Rights: Copyright is the right of an author, artist, composer or other creator of a work of authorship to control the use of his or her work by others. Protection extends to literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial and graphic works, sculpture, motion pictures and other audiovisual works, sound recordings and architectural works. Generally speaking, a copyrighted work may not be reproduced by others without the copyright owner’s permission. The public display or performance of copyrighted works is similarly restricted. Generally, the unauthorized reproduction, performance or distribution of a copyrighted work is copyright infringement and may subject the infringer to civil and criminal penalties. The Fair Use Doctrine outlines exceptions to this Law and is outlined in Coastal Bend College Policy, CT (Legal).

Coastal Bend College, its faculty, students and employees must comply with Copyright Law. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy CT (Local) and CT (Local).

Questions regarding this information should be directed to the Director of Library Services at: library@coastalbend.edu or the Office of Marketing and Public Relations at: socialmedia@coastalbend.edu.

Intellectual Property: Student /Third Party Works: Rights to copyrightable or patentable works created by a student or a third party, that is, not a College District employee, shall reside with the author/ creator. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy CT (Legal) and CT (Local).

Questions regarding this information should be directed to the Director of Library Services at: library@coastalbend.edu or the Office of Marketing and Public Relations at: socialmedia@coastalbend.edu.

NOTE: The College website (www.coastalbend.edu) serves as the main source with the most current version of the Coastal Bend College Board Policies and the Coastal Bend College Catalog.