OFFICIAL SYLLABUS

DISCIPLINE : HUMD
COURSE : 300

A. Catalog Entry

HUMD 300 : Human Growth and Development: Birth through Adolescence

Abbreviation: (HUMAN GRWTH & DEV BRTH-ADOL)

Three hours lecture (3)

Prerequisite: 2.5 GPA

Course Description:
Covers critical components of human development from the prenatal stage through adolescence, including theories, ethics, research and applications. Personal, social, professional, and cultural perspectives related to working with children and adolescents are explored. This course does not meet requirements for psychology majors.

B. Detailed Description of Content of Course

This course examines the critical components of child and adolescent development, including defining the field, theories, ethics, research, and applications. Factors affecting the various domains and stages of development are addressed. Personal, social, professional, and cultural perspectives provide a variety of viewpoints regarding child development components and stages of development. To be evenly discussed from conception to adolescence, each developmental period is equally assigned for the class schedule. This course meets the requirements set forth by the Virginia Department of Education and National Council for Association of Teacher Education.

I. Defining the field of child development
   A. Theories of and research in child development
   B. Ethics in regard to working with children
   C. Applications of theories, research, and ethics
      1. Personal perspectives
      2. Social policy perspectives
      3. Professional perspectives
      4. Cultural perspectives

II. Exploration of the developmental stage of prenatal development
   A. Biological influences (heredity and genes)
   B. Environmental influences
   C. Preparing for parenthood
   D. Applications regarding influences on prenatal development

III. Exploration of the developmental stage of birth and the newborn baby
   A. Theoretical perspectives
   B. Stages of childbirth
   C. Newborn baby
D. Infants at risk
E. Post-partum family relationships
F. Cultural diversity in birth and the newborn baby

IV. Exploration of the developmental stage of infancy and toddlers (birth to age 2)
   A. Theoretical perspectives
   B. Physical growth
   C. Motor development (gross and fine motor)
   D. Perceptual development
   E. Cognitive development
   F. Language development
   G. Brain development
   H. Social and emotional development
      1. Temperament
      2. Attachment
   I. Factors affecting development
   J. Applications regarding Infants and toddler development

V. Exploration of the developmental stage of early childhood (2 through 4-5 years)
   A. Theoretical perspectives
   B. Physical growth
   C. Motor development (gross and fine motor)
   D. Perceptual development
   E. Cognitive development
   F. Language development
      1. General language development
      2. Linguistic diversity
   G. Brain development
   H. Social and emotional development
      1. Gender
      2. Peer influences
      3. Moral development
      4. Identity
   I. Factors affecting development
      1. Cultural diversity
      2. Media and technology
   J. Applications regarding early childhood development

VI. Exploration of the developmental stage of middle childhood (5-6 through 10 years)
   A. Theoretical perspectives
   B. Physical growth
   C. Motor development (gross and fine motor)
   D. Perceptual development
   E. Cognitive development
   F. Language development
   G. Brain development
   H. Social and emotional development
      1. Gender
      2. Peer influences
      3. Moral development
      4. Identity
5. Parenting style
I. Factors affecting development
   1. Cultural diversity
   2. Media and technology
J. Applications regarding childhood development

VII. Exploration of the developmental stage of young adolescence (10 through 14 years)
   A. Theoretical perspectives
   B. Physical growth and development
   C. Cognitive and brain development
   D. Social and emotional development
      1. Gender
      2. Peer influences
      3. Moral development
      4. Identity
   E. Factors affecting development
      1. Cultural diversity
      2. Media and technology
   F. Applications regarding early adolescent development

VIII. Exploration of the developmental stage of adolescence
   A. Theoretical perspectives
   B. Physical growth and development
   C. Cognitive and brain development
   D. Social and emotional development
      1. Gender
      2. Peer influences
      3. Moral development
      4. Identity
   E. Factors affecting development
      1. Cultural diversity
      2. Media and technology
   F. Applications regarding adolescent development

IX. Emerging Adulthood
   A. Theoretical perspectives
   B. Applications regarding emerging adulthood

C. Detailed Description of Conduct of Course

Instructional strategies may include the following: large and small group instruction, observations conducted by students, student presentations, role-play/simulations, cooperative learning, demonstrations/modeling, web-enhanced instruction, analysis of vignettes and case studies, guest speakers, and lecture.

D. Goals and Objectives of Course

Goals, objectives, and assignments in the class address NCATE Standards 1b: Pedagogical Knowledge and 1g: Professional Dispositions for all candidates.
Goals, objectives, and assignments address Virginia Department of Education (VDOE) Licensure Standards for Professional Studies requirements in Human Growth and Development [VPS1] for prek-12, special education, and secondary education and early/primary prek-3 education, elementary education, prek-6, and middle education.

Objectives below reference standards from the following:
- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- Interstate School Leaders Licensure Consortium Standards (ISLLC)
- Association for Childhood Education International (ACEI)
- National Council of Teachers of English (NCTE)
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- National Council of Teachers of Mathematics (NCTM)
- National Middle Schools Association (NMSA)
- National Science Teachers Association (NSTA)
- National Council for the Social Studies (NCSS)
- Virginia Department of Education Licensure Regulations (VA DOE)
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- Council for the Social Foundations of Education (CSFE)
- International Society for Technology Education, National Educational Technology Standards for Teachers (ISTE/NETS-T)

Having successfully completed this course, the student will be able to:
1. Identify and describe the physical development of children and adolescents.
2. Identify and describe the social and emotional development of children and adolescents.
3. Identify and describe the intellectual development of children and adolescents.
4. Identify and distinguish the major theories and theorists in child and adolescent development.
5. Use developmental understanding in guiding learning experiences for children and adolescents.
6. Identify and describe when children and adolescents may need to be referred for possible developmental delays.
7. Explain several reasons for individual differences affecting development.
8. List ways economics and social status may impact development.
9. Discuss how race may impact aspects of development.
10. Discuss how ethnicity, culture, and religion interact with development.
11. State several ways gender, identity, and peers impact development.
12. Discuss ways the media and technology impact aspects of development both positively and negatively.
13. Recognize signs of abuse and/or neglect and describe responding and reporting requirements for educators.
E. Assessment Measures
Assessment in this course is both formative and summative and will include:

- Periodic quizzes
- Written tests
- Project and paper that relates to the specific age of children that the students intend to teach
- Class presentations
- Participation and active engagement in whole and small group work
- Assignment of additional readings related to the age range that the students intend to teach
- Completion of online "Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators" Certificate program
- For licensure candidates: proof of having taken proficiency exams in semester of course (or prior) (Praxis I and VCLA)

F. Other Course Information

This course meets the requirements set forth by the Virginia Department of Education and National Council for Association of Teacher Education.