I. Course Description

This course provides the student with an overview of the physical, cognitive, social, emotional, and psychological development of children from infancy through early childhood. Students must understand overall development to fully understand the children that they will teach and the families they will serve.

II. Rationale

It is critical for students to understand the developmental levels of children. Concepts studied in the class will assist students in working with children.

III. State Adopted Proficiencies for Teachers

1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES Competencies

001, 002, 004, 006, 008,

V. Student Learner Outcomes

Students in ECED 3324 will:
1. Identify the principles of child growth and development;
2. Understand the theories of child development;
3. Recognize normal physical development in children;
4. Understand normal cognitive development in children;
5. Understand the role of higher-order thinking skills in the cognitive development of children.

VI. Course Topics

Topics covered in ECED 3324 include:

- Code of Ethics and Standard Practices
- Child Development
- Special Populations

VII. Instructional Methods

The following methods and activities will be used:

a. Lecture,
b. discussions,
c. cooperative groups;
d. and student presentations

VIII. Evaluation and Grade Assignment

The following evaluation procedures will be used in this course:

a. examinations = 100 points each
b. theorists presentation = 150 points
c. article review = 20 points each
d. wellness/movement project = 200 points
e. late assignments will be accepted for one half credit;
f. points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and un-typed assignments;
g. Any exam not taken at the time scheduled will be made up during the final exam. The format of the exam may not be the same as the original exam.

Grading Scale

A = 100%-92%
B = 91%-82%
C = 81%-72%
D = 71%-62%

IX. Course Schedule and Policies

A. Tentative Course Schedule (See attached)
B. Class policies:
   1. be prompt and attend class;
   2. be respectful of all students and the professor;
3. turn off cell phones or set to vibrate;
4. NOT text during class;
5. NOT email or access the Internet during class;
6. demonstrate knowledge of the topic assigned for each class meeting;
7. frequently check their Islander email account;
8. check their Blackboard account for assignments & messages;
9. satisfactorily complete exams;
10. present a child development theory to class;
11. successfully complete quizzes over textbook; and
12. successfully review articles.

Attendance:

Attendance is expected. Due to the interactive nature of this class, excessive absences (more than two) will result in lowering of the student’s final grade ten percentage points. As is customary, ONE absence will be granted. If a student misses more than two class meetings, they should make an appointment with the professor. Two unexcused absences will result in the student’s grade below lowered 10 percentage points. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed excused by the professor.

X. Textbook


XI. Bibliography


X. Non-discrimination Policy

Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

XI. Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

XII. Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

XIII. Disabilities

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with
disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.”

http://disabilityservices.tamucc.edu

XIV. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

In other words, you must you're your cell phone to vibrate of 'off' and no emailing or text messaging will be tolerated. If you cannot abide by these classroom rules you will be asked to leave.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.htm

XV. Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University-Corpus Christi; this could would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University (i.e., emails, web sites, and Blackboard ) will be operational within two days of the closing of they physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XVI. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University RulesWeb site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
"There can be no keener revelation of a society's soul than the way in which it treats its children."

Nelson Mandela, former president of South Africa