

**WILMINGTON UNIVERSITY  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES  
BASIC COURSE INFORMATION**

**COURSE TITLE:** Child Growth and Development

**COURSE NUMBER:** PSY 201

**PROGRAM COMPETENCY:**

Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

**GRADUATION COMPETENCY:**

Disciplined Inquiry: Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation

**CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE:**

Programs are knowledge-based; 7 Programs are standards-driven

**STRUCTURED EXTERNAL ASSIGNMENT:**

Teacher candidates will present, in writing, a description, analysis and reflection of the research based evidence of understanding of how knowledge is acquired including a description of the range of human learning with examples of the interaction between student development and learning. A scoring rubric will be used to assess the candidate's understanding of this competency based on the specific knowledge components of – PC#2 (below).

For Fall 2008 program starters, this Structured External Assignment is to be completed on your EDU 102 E-Folio site (the ePortfolio) under the course PSY 201.

**I. MAJOR INSTRUCTIONAL GOALS:**

**GOAL A:**

The student will demonstrate an understanding of the importance of early development to later development.

**Learning Outcome:** The student will:

- A-1 Identify and explain major theories of development including psychoanalytic, cognitive, behavioral and humanistic.
- A-2 Explain the influence of one stage of development on subsequent stages.

**GOAL B:**

The student will show understanding of significant milestones of development during each stage from conception through adolescence.

**Learning Outcomes:** The student will be able to:

- B-1 Identify physical changes from conception through adolescence.
- B-2 Identify cognitive changes from conception through adolescence.
- B-3 Identify language changes from conception through adolescence.
- B-4 Identify psychosocial changes from conception through adolescence.

**GOAL C:**

The student will demonstrate knowledge of factors that influence development including both hereditary and environmental factors.

**Learning Outcomes:** The student will be able to:

- C-1 Describe the influence of human relationships on development.
- C-2 Identify other environmental influences on development.
- C-3 Explain the transactional nature of development in terms of the effect of the environment on the child and the child on the environment.
- C-4 Identify biological/genetic factors that influence development, and explain their relative importance in development of various domains (such as cognitive, physical, etc.).
- C-5 Identify specific factors that put a child at risk during each stage.
- C-6 Identify factors that promote resilience.

**GOAL D:**

The student will be aware of current issues related to development in this stage.

**Learning Outcomes:** The student will be able to:

- D-1 Describe changes in family composition and structures that affect development.
- D-2 Explain how changes in the community such as day care and work patterns affect development.
- D-3 Identify modern day cultural values and norms that impact development (e.g. TV/media, advertising, violence, drug use).

**GOAL E:**

The student will demonstrate ability to observe and assess children at this age.

**Learning Outcomes:** The student will be able to:

- E-1 Observe and record findings.
- E-2 Distinguish between observable behavior and inference
- E-3 Draw inferences from observations.
- E-4 Write a case study of a child.

**GOAL F:**

The student will use appropriate written and oral communication skills

**Learning Outcomes:** The student will:

- F-1 Communicate information orally in a logical and grammatical manner.
- F-2 Present written information using standard APA style.