WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MEE 7631
COURSE TITLE: Child Growth and Development
COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven; and;
8. Utilize technology effectively.

Association for Childhood Education International
Program Standards

DEVELOPMENT, LEARNING AND MOTIVATION

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1. DEVELOPMENT, LEARNING AND MOTIVATION—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students’ learning and well-being.

I. This course is a survey and examination of development from the prenatal period through adolescence with emphasis on the characteristics of children who are in kindergarten through grade 6. Social, cognitive, and physical development are included. Appropriate interventions for students with developmental gaps are a focus. The role of the family in child development and safety and nutrition for young children are included. Students are required to prepare a case study of a child in grades K-6 that includes an evaluation of the child and recommendations for a course of action.

II. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency #2: Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

ACEI Standard #1 – Development, Learning, and Motivation

Learning Outcomes: Candidates will:
2.1 Understand and demonstrate knowledge of the three domains of development (physical, cognitive, psycho-social) and how they related to child development.

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2.2 Understand and demonstrate an understanding of child development by drafting a case study of a child in grades K-6 which includes an evaluation of the child and recommendations for academic improvement.

**Activities/Assignments:** Candidates will:
- 2.1 List the developmental stages and the sequence of developing knowledge as described by Piaget.
- 2.2 Prepare a case study of a specific child including recommendations. A scoring rubric will be provided.
- 2.3 Demonstrate evidence of understanding of content material by completing weekly written assignments and the final examination

**Competency #3:** Adapt instruction for diverse learners based upon understanding of how students differ.

**ACEI Standard # 3.2: Adaptation to Diverse Students**

**Learning Outcomes:** Candidates will:
- 3.1 Understand and demonstrate knowledge of how students learn differently (multiple intelligence) as described by Gardner.

**Activities/Assignments:** Candidates will:
- 3.1 Design a classroom lesson with accommodations necessary to provide learning opportunities for diverse learners. The student will highlight where each activity corresponds to one of Gardner’s categories of intelligence.

**Competency #5:** Create a learning environment that fosters active engagement, self-motivation and social interaction by understanding individual and group behavior.

**ACEI Standard #3.4 – Active Engagement in Learning**

**Learning Outcomes:** Candidates will:
- 5.1 Demonstrate an understanding of active learners as described by Piaget and the social learning theories constructed by Vygotsky and Brofenbrenner.

**Activities/Assignments:** Candidates will:
- 5.1 Experience cooperative learning, peer tutoring, and active learning by performing a cooperative learning activity, i.e. presenting a lesson as co-teachers.

**Competency #6:** Design instruction based upon knowledge of the disciplines, students,
the community and the Common Core State Standards to demonstrate knowledge of instructional planning.

ACEI Standard # 3.1 – Integrating and Applying Knowledge for Instruction

**Learning Outcomes:** Candidates will:
6.1 Know, understand and use knowledge of Delaware’s Content Standards as they apply to designing a lesson plan for student’s reflecting the needs of diverse learners.

**Activities/Assignments:** Candidates will:
6.1 Design a classroom lesson that reflects Delaware’s Content Standards as they apply to drafting and implementing quality instruction for diverse learners.

**Competency #7:** Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

ACEI Standard # 3.3 – Development of Critical Thinking and Problem Solving

**Learning Outcomes:** Candidates will:
7.1 Know, understand, and use knowledge of learning theories such as Piaget and learning models that have supported thinking (scaffolding) as described by Vygotsky and others.

**Activities/Assignments:** Candidates will:
7.1 Demonstrate an understanding of acquiring and assimilating information by describing the process in classroom discussions and listing/describing the process individually on the final exam.

**Competency #10:** Collaborate with colleagues, parents/guardians and other members of the community to support student learning and well-being, and demonstrate knowledge of the role of the school in the community.

ACEI Standard # 5.2 – Collaboration with Families, Colleagues, and Community Agencies

**Learning Outcomes:** Candidates will:
10.1 Know, understand, and use knowledge of the interaction between the school, community and teachers by gathering the required information and drafting a case study on a specific student.

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**Activities/Assignments:** Candidates will:

10.1 Illustrate the interaction between schools/community/teachers by drafting a case study on a specific student.

**Competency #12:** Understand and maintain standards of professional conduct guided by legal and ethical principles.

**ACEI Standard 5.1 – Professional Growth, Reflection, and Evaluation**

**Learning Outcomes:** Candidates will:

12.1 Know, understand, and use knowledge of the legal and ethical standards employed by teachers with specific knowledge of the legal and ethical guidelines followed for reporting student’s behavior (academic and social)

**Activities/Assignments:** Candidates will:

12.1 Discuss the levels of moral/ethical development as described by Kohlberg, drawing parallels between the rights and responsibilities of teachers and the factors influencing student’s behaviors.

**Competency #13:** Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

**ACEI Standard 5.1 – Professional Growth, Reflection, and Evaluation**

**Learning Outcomes:** Candidates will:

13.1 Demonstrate knowledge of ways in which to interact in a positive, resourceful and productive manner with classmates, colleagues, and associates.

**Activities/Assignments:** Candidates will:

13.1 Display enthusiasm, vigor strength, fairness, a concern for others, and a sense of humor when interacting in class (individually and in cooperative activities) with peers and when interviewing teachers and colleagues.

**III. ATTENDANCE POLICY**

**Wilmington University Policy:**

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled class.

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meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

**College of Education Policy:**

“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). *Big School, Small School.* (p. 202).

**College of Education Policy:**

In the College of Education, faculty **must** approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

**IV. STRUCTURED EXTERNAL ASSIGNMENT**

The teacher candidate will write a description, analysis, and reflection and will provide teaching artifacts to demonstrate knowledge of this competency/standard. A scoring rubric will be used to assess the candidate’s understanding of this competency based on the specific knowledge components of PC# 2. Prepare a case study of a student in grades k-6 which includes an evaluation of the child and recommendations that will assist in promoting academic success.

Specific details will be presented in class.
IDEA Objectives: E=3
I=2, 4

STRUCTURED EXTERNAL ASSIGNMENT

COURSE: MEE 7631

TITLE: Child Growth and Development

PROGRAM COMPETENCY 2: 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 1.2 Research, prepare, and deliver professional presentations; 3.1: Effectively apply appropriate processes of inquiry

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 1: Programs are knowledge-based; 7 Programs are standards-driven

DELAWARE PROFESSIONAL TEACHING STANDARD 1: The teacher understands the core concepts and structures of the discipline and creates learning experiences that make the content meaningful to the student

NCATE STANDARD 1: Candidate knowledge, skills, and dispositions

ACEI STANDARD 1: Development, Learning, and Motivation

STRUCTURED EXTERNAL ASSIGNMENT: Teacher candidates will prepare a case study of a student in grades k-6 which includes an evaluation of the child and recommendations that will assist in promoting academic success.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>MINIMAL 2 POINTS</th>
<th>EMERGING 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
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<tbody>
<tr>
<td>2.1 Understanding of how students acquired or constructed knowledge and developed habits of the mind</td>
<td>The candidate demonstrated a very limited level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing less</td>
<td>The candidate demonstrated a very limited level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing two</td>
<td>The candidate demonstrated an acceptable level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing three</td>
<td>The candidate demonstrated a skillful level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing four</td>
<td>The candidate demonstrated a very high level of understanding of learning theory, including how students construct knowledge, acquire skills, and develop habits of the mind by providing five</td>
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### 2.2 Understanding of Human Development

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Low</td>
<td>The candidate demonstrated little or no understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing less than two examples.</td>
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<tr>
<td>Marginal</td>
<td>The candidate demonstrated a marginal level of understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing two examples.</td>
</tr>
<tr>
<td>Reasonable</td>
<td>The candidate demonstrated a reasonable level of understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing three examples.</td>
</tr>
<tr>
<td>High Quality</td>
<td>The candidate demonstrated a high quality of understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing four examples.</td>
</tr>
<tr>
<td>Exceptional</td>
<td>The candidate demonstrated an exceptional understanding of human development, including the ranges of individual variation within the range of the candidate’s program, by clearly describing the individual’s range and by providing five examples.</td>
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### 2.3 Understanding of the interaction between student development and learning

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<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Low</td>
<td>The candidate provided less than two examples of the interaction between student development and learning.</td>
</tr>
<tr>
<td>Reasonable</td>
<td>The candidate provided two examples of the interaction between student development and learning.</td>
</tr>
<tr>
<td>High Quality</td>
<td>The candidate provided three examples of the interaction between student development and learning.</td>
</tr>
<tr>
<td>Exceptional</td>
<td>The candidate provided four examples of the interaction between student development and learning (i.e., having to break down large concepts into a series of smaller examples).</td>
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<tr>
<th>AVERAGE SCORE</th>
<th>WEIGHT FACTOR</th>
<th>TOTAL POINTS</th>
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IDEA Objectives: E=3
I=2, 4

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#1 – Content Knowledge | The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.

#2 – Human Development and Learning | The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.

#3 – Diverse Learners | The teacher understands how students differ and adapts instruction for diverse learners.

#4 – Communication | The teacher understands and uses effective verbal and non-verbal communication.

#5 – Learning Environment | The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

#6 – Planning for Instruction | The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.

#7 – Instructional Strategies | The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.

#8 – Assessment | The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.

#9 – Reflection and Professional Growth | The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.

#10 – Professional Relationships | The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#11 – Technology | The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.

#12 – Professional Conduct | The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.
IDEA Objectives: E=3
I=2, 4

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