

Course Title:	Development
Course Description:	Study of human development from conception through adolescence (or beyond). Includes research methods and developmental theories. Addresses all the major areas of development (physical, social, emotional and cognitive) and the interaction among these areas.
Semester Credit Hours:	3
Prerequisites:	None

Course Objectives/Standards

based on the Illinois Professional Teaching Standards (IPTS)

There are two levels that correspond to the standards/indicators identified below:

Partially Introduced: Concepts/materials are partially covered at a beginning level of knowledge and/or skill.

Introduced: Concepts/materials are covered at a beginning level of knowledge and/or skill.

Upon successful completion of this course, the candidate will be able to:

Knowledge Objectives

- Understand how children/adolescents construct knowledge, acquire skills, and develop habits of mind (IPTS: 2A – Introduced)
- Understand that children’s physical, social, emotional, ethical, cognitive and language development influences learning (IPTS: 2B – Introduced)
- Understand human development, learning theory, neural science, and the ranges of individual variation within each domain (IPTS: 2C – Introduced)
- Understand that differences in approaches to learning and performance interact with development (IPTS: 2D – Introduced)
- Know the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes (IPTS: 2F – Introduced)
- Understand the areas of exceptionality in learning as defined in the Individual with Disabilities Act (IDEA) (IPTS: 3A – Partially Introduced)
- Understand how cultural and gender differences can affect communication in the classroom (IPTS: 7B – Partially Introduced)
- Understand the benefits, barriers, and techniques involved in parent/family relationships (IPTS: 9B – Introduced)

Course Content/Topics

Course topics should minimally include:

- I. Approaches to the Study of Development
 - A. History
 - B. Theories
 - C. Research

- II. Prenatal Development and Birth

- III. Physical Development (Typical and Atypical) in Infancy, Early Childhood, Middle Childhood and Adolescence
 - A. Physical Growth
 - B. Sexual Maturation
 - C. Sensory Functioning

- IV. Cognitive Development (Typical and Atypical) in Infancy, Early Childhood, Middle Childhood and Adolescence
 - A. Information Processing Theories
 - B. Cognitive-Developmental Theories
 - C. Intelligence and Assessment

- V. Social-Emotional Development (Typical and Atypical) in Infancy, Early Childhood, Middle Childhood and Adolescence
 - A. Temperament
 - B. Attachment
 - C. Identity Formation
 - D. Self Esteem
 - E. Moral Reasoning
 - F. Parent and Family Relationships

- VI. Influence of Peers, School and Culture on the Developing Child

Sample of Acceptable Assignments/Assessments and Artifacts:

- Multiple choice, short answer, and essay examinations
- Individual and group writing assignments requiring the analysis and application of developmental principles
- Analysis of case studies and/or classroom observation experiences
- Creation of developmentally appropriate games/activities for a target age group