



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**HUMAN GROWTH AND DEVELOPMENT  
EDU6230 2 Hours**

**Student Level:**

This course is open to students on the college level in either Freshman or Sophomore year.

**Catalog Description:**

**EDU6230 - HUMAN GROWTH AND DEVELOPMENT (2 hrs)**

This course provides an overview of the theories methods, and content in the field of child development. The framework for this course has four major dimensions: a) basic theoretical and research issues; b) development from an interdisciplinary perspective; c) interaction of life experiences and human change; d) applying this understanding to the “real world.”

**Prerequisites:**

None

**Controlling Purpose:**

This course provides an overview of the theories methods, and content in the field of child development. The framework for this course has four major dimensions: a) basic theoretical and research issues; b) development from an interdisciplinary perspective; c) interaction of life experiences and human change; d) applying this understanding to the “real world.”

**Learner Outcomes:**

Upon completion of this course the student will be able to recognize major influences on development, identify and discuss the major mile stones of development, and recognize developmental processes from the three major theories of development.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the

- goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

| <b>UNIT 1: ORIENTATION/OVERVIEW</b>  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
| Outcomes: Upon Completion of this unit, students will be able to successfully... |   |   |   |   |   |  |
| A  | B | C | D | F | N | Specific Competencies                    |
|  |   |   |   |   |   | Demonstrate the ability to:              |
|  |   |   |   |   |   | Study the history of human development.  |
|  |   |   |   |   |   | Name the components of various theories. |
|  |   |   |   |   |   | Identify pioneers in this field.         |

| <b>UNIT 2: STUDYING CHILD DEVELOPMENT</b>  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| Outcomes: Upon Completion of this unit, students will be able to successfully... |   |   |   |   |   |   |
| A  | B | C | D | F | N | Specific Competencies                                 |
|  |   |   |   |   |   | Demonstrate the ability to:                           |
|  |   |   |   |   |   | Utilize research methods in developmental psychology. |
|  |   |   |   |   |   | Explain the various research designs.                 |
|  |   |   |   |   |   | Discuss ethical issues in developmental research.     |

**UNIT 3: GENETICS AND HEREDITY**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies                          |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   | Demonstrate the ability to:                    |
|   |   |   |   |   |   | Examine gene and chromosomal abnormalities.    |
|   |   |   |   |   |   | Discuss developmental and behavioral genetics. |
|   |   |   |   |   |   | List methods of behavioral geneticist.         |

**UNIT 4: THE PRENATAL PERIOD AND BIRTH**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies  |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   | Demonstrate the ability to:                                      |
|   |   |   |   |   |   | Explain the stages of prenatal development.                      |
|   |   |   |   |   |   | Describe environmental factors influencing prenatal development. |
|   |   |   |   |   |   | Influencing birth and the prenatal development.                  |
|   |   |   |   |   |   | List the various newborn assessments.                            |

**UNIT 5: BRAIN, MOTOR SKILL, AND PHYSICAL DEVELOPMENT**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies                                       |
|---|---|---|---|---|---|---|
|   |   |   |   |   |   | Demonstrate the ability to:                                 |
|   |   |   |   |   |   | Identify the functions of the brain and the nervous system. |
|   |   |   |   |   |   | Recognize the different stages of motor skills development. |
|   |   |   |   |   |   | Investigate the changes in body and physical development.   |

**UNIT 6: BASIC LEARNING, PERCEPTION, LANGUAGE DEVELOPMENT**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies                                    |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   | Demonstrate the ability to:                              |
|   |   |   |   |   |   | Define sensory and perceptual capacities in development. |
|   |   |   |   |   |   | Explain language acquisition in young children.          |
|   |   |   |   |   |   | Describe the functions of language in our society.       |

**UNIT 7: COGNITION AND INTELLIGENCE**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies                            |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   | Demonstrate the ability to:                      |
|   |   |   |   |   |   | Discuss Piaget’s Theory of cognitive.            |
|   |   |   |   |   |   | Define Vygotsky’s Socioculture theory.           |
|   |   |   |   |   |   | Investigate various ways measuring intelligence. |

**UNIT 8: EMOTION AND SOCIOEMOTIONAL DEVELOPMENT**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies                              |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   | Demonstrate the ability to:                        |
|   |   |   |   |   |   | Review ways expressing and understanding emotions. |
|   |   |   |   |   |   | Compare self-regulation and self-control.          |
|   |   |   |   |   |   | Describe moral development.                        |

**UNIT 9: GENDER, THE FAMILY, PEERS**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies                                      |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   | Demonstrate the ability to:                                |
|   |   |   |   |   |   | Examine the theories of gender role development.           |
|   |   |   |   |   |   | Discuss families in transition.                            |
|   |   |   |   |   |   | Recognize peer group dynamics.                             |
|   |   |   |   |   |   | Investigate how peers function as agents of socialization. |

**UNIT 10: BEYOND FAMILY AND PEERS**

Outcomes: Upon Completion of this unit, students will be able to successfully...

| A | B | C | D | F | N | Specific Competencies                                    |
|---|---|---|---|---|---|--|
|   |   |   |   |   |   | Demonstrate the ability to:                              |
|   |   |   |   |   |   | Discuss television's influence on cognitive development. |
|   |   |   |   |   |   | Describe computers and social development.               |
|   |   |   |   |   |   | Review school transitions and school violence.           |

**Projects Required:****Textbook:**

Contact Bookstore for current textbook.

**Materials/Equipment Required:****Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format. The course will be organized as a 12, 16 or 8 week course as space allows in the current semester schedule. Students can expect to spend 48 hours on course instruction, either online or via face-to-face in a traditional classroom setting, with an additional 150 hours (approximate) on homework and project development to meet the expected outcomes for a 3 credit hour course.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.