



ECE 313.03W CRN 83377
CHILD DEVELOPMENT: EARLY YEARS (3 HRS)
COURSE SYLLABUS 8/15/2016
FALL 2016 ONLINE

Instructor: Josh Thompson, Ph.D. Associate Professor of Early Childhood Education

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Faculty Website: <http://faculty.tamuc.edu/jthompson>

Course Website: <http://faculty.tamuc.edu/jthompson/313>

Preferred Form of Communication: For general questions, I prefer you to post your question in our Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

COURSE INFORMATION

Textbooks, Readings, & Supplementary Readings: *I will be using these textbooks and resources listed below. All units in eCollege are based on these resources. Can you make an 'A' in this course without these textbooks? Probably not. Can you learn much about the topics in this course without reading the texts? It's possible, and some have done so before (trust me, I know). Find a copy of these texts, and read deeply to get optimal insight into the topics for this course; who knows, you may end up keeping them for future reference as a teacher!*

Required textbook:

Trawick-Smith, Jeffrey. (2014). *Early Childhood Development: A Multicultural Perspective* (6th edition). Boston: Prentice Hall. ISBN: 0-13-286859-8. [Note: the earlier 5th edition is suitable ISBN: 0-13-501646-0].

<https://bookshelf.vitalsource.com/#/books/9780132869355>

Required e-texts:

ASCD. (2013). *Whole Child Indicators*. Available online at

<http://www.wholechildeducation.org/assets/content/mx-resources/wholechildindicators-all.pdf>

ASCD. (2016). *Whole Child Podcast: Changing the Conversation About Education* on the first Thursday of every month; listen to archived episodes. Learn more about how we can work at the local, state, and federal levels to ensure that each student is healthy, safe, engaged, supported, and challenged. Subscribe Now
http://www.ascd.org/ASCD/XML/wholechild/whole_child_rss.xml

CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange. Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in *ExchangeEveryDay*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *ExchangeEveryDay* is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed.

National Association for the Education of Young Children. (2009). *Developmentally Appropriate Practice*. Washington, DC: NAEYC. Available online:
<http://www.naeyc.org/positionstatements/dap>

Texas Association for the Education of Young Children. (2016). Special Issue on Pathways to Becoming an Early Childhood Professional. *Early Years: Journal of Texas Association for the Education of Young Children* (member benefit). Austin, Texas: Texas Association for the Education of Young Children. Membership available online at www.texasaeyc.org.

Texans Care for Children. (2009). *A Parent's Guide to Raising Happy Children*. Available online: <http://www.raisingtexas.com/resources-2/early-child-guide/>.

Texas Early Learning Council. (2013). *Little Texans, Big Futures: Your Early Learning Guide for Infants, Toddlers, and Three-Year-Olds*. Available online:
<http://earlylearningtexas.org/itelg.aspx>.

ZERO TO THREE's monthly e-newsletter, which delivers research, parenting tips and tricks, and fun playtime activities right to your inbox each month. Subscribe now:
<https://www.zerotothree.org/connect>

Required Online Digital Resource

Join Edmodo.com www.edmodo.com/home#/join/39k3pz. Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential. www.edmodo.com/about. Join our class in Edmodo
www.edmodo.com/home#/join/39k3pz.

Recommended Resources:

Petty, Karen. (2010). *Developmental Milestones*. Minneapolis: Redleaf Press. ISBN 9781605540054

Wood, Chip. (2007). *Yardsticks: Children in the Classroom Ages 4-14 (3rd ed.)*. Turner Falls, MA: Northeast Foundation for Children. ISBN: 1892989190

Course Description:

This course examines theoretical and empirical research along with practical experience relating to young children. Cognitive, physical, social, and affective developmental domains are explored and implications for curriculum design and learning environments are drawn.

Goals of the Course: Early Childhood Educators must utilize an understanding of normal developmental patterns as they serve young children in Texas schools.

Student Learning Outcomes – The successful student will:

- A. identify developmental milestones and their implications during the early years
- B. recognize the effect of environmental factors which affect development and learning
- C. apply developmental principles and theories to programs for young children
- D. observe and record the developmental behavior of young children
- E. explore the variations of development that may occur

COURSE REQUIREMENTS

Technical Skills Needed

Join Edmodo.com www.edmodo.com/home#/join/39k3pz. Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential. www.edmodo.com/about. Join our class in Edmodo www.edmodo.com/home#/join/39k3pz.

Check LeoMail frequently, at least twice a week.

Create papers and presentations in MS Office, or Open Office.

Communicate regularly and robustly with colleagues and peers through Discussion Boards.

Instructional, Methods, Activities, & Assessments

Overview (each worth 10%):

1. **Professional Behaviors:** This is a wholly online course. Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to course materials, or 5 days without logging into eCollege) may prompt an administrative withdrawal.
 - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and ExchangeEveryDay.
 - **Check Leo eMail** frequently, at least twice a week.
 - **Discussions:** Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**. Occasional synchronous (real-time, live) ADOBECONNECT, CHAT or CLASSLIVE sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.

- **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.

You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation, up to 10 points, 10% of your final grade.

Aligns with Student Learning Outcomes: A-E

2. Exams

- **Mid-Term Exam:** Exam will consist of multiple-choice, true/false and/or short answer questions. Students will demonstrate an understanding of the topics presented. (5% of final grade)
- **Final Exam:** Exam will consist of multiple-choice, true/false and/or short answer questions. Students will demonstrate an understanding of the topics presented. (5% of final grade)

Aligns with Student Learning Outcomes: A-E

3. Write a **Media Reaction Paper** after you watch two (2) hours of mass media produced for young children (cartoons, video games, computer games, or online explorations). Evaluate and summarize what you have viewed in a reaction paper. Include the implications for the developing child. The minimum length of the paper is three double spaced typed pages. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Demonstrate evidence of peer review and editing. (10% of final grade)

Aligns with Student Learning Outcomes: B

4. Write an **Action Response Paper** after you conduct a Literature Review over a topic of interest in current trends and issues of ECE. Read widely about child development. Then select one topic that concerns you. Read deeply; select three (3) scholarly, peer-reviewed journal articles to read deeply. Evaluate and summarize what you have read in an action response paper. Include the implications for the developing child. Cite your sources in a reference page, using APA format for bibliographic citation. The minimum length of the paper is three double spaced typed pages. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Demonstrate evidence of peer review and editing. (10% of final grade)

Aligns with Student Learning Outcomes: C

5. In a **Small Group Discussion**, share with us about the topic of your **Action Response Paper**. Actively engage your small group in a discussion of their topics. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**. (10% of final grade)

Aligns with Student Learning Outcomes: B, C, & E

Complete **three observations** of children:

6. First, one child from the ages of **birth to 3 year of age** (10% of final grade)
7. Second, a child from **3 years old to 6 years old** (10% of final grade)
8. Finally, a kindergarten or primary grade student, from age **6 to 9 years old** (10% of final grade)

- Suggestion: also find a child between the ages of **9 to 12 years old**, and complete a fourth observation

Explicit details for these three observations are available online in eCollege:

DocSharing: **ObservationGuidelines.pdf**. It is best to do these in order (Infant/Toddler, Pre-K/Kinder, Primary), to align with our readings. But it is better to do them with the children you have available, so complete the first observation with whatever age child you have most immediately available. It is required that you **READ THE TEXTBOOK**, all the chapters related to the age of the child in your observation **BEFORE** you conduct the observation. You must have context and background to understand what you are observing.

Aligns with Student Learning Outcomes: A & D

- 9.** Write an in-depth **Case Study** of one of the children you observed in the previous assignment, a child between the ages of **birth and 12 years old**. (10% of final grade)

Explicit details for this case study are available online in eCollege: DocSharing: **ChildCaseStudy.pdf**.

Aligns with Student Learning Outcomes: A & D

- 10.** In a **Small Group Discussion**, share with us about your case study. Actively engage your small group members in a discussion about the similarities and contrasts of each other's case studies. Note the discussion board rubric in eCollege: Tools:

DocSharing: **Discussion Board Rubric.pdf**. (10% of final grade)

Aligns with Student Learning Outcomes: A-E

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

University policies in syllabus template August 2016

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most

current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/)
<http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support


The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone - Pearson LearningStudio Courses for iPhone Android - LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android - Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Communicate with me as needed. Use josh.thompson@tamuc.edu or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred). I typically respond within the next business day.

COURSE PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance

Attendance online and face to face is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege or missing more than 20% of face to face classes) may prompt an administrative withdrawal.

Participation

This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, and projects unfold throughout the semester.

Grading

A wholistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors TWICE**, once at the beginning, and again at the end of the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY PROCEDURES/POLICIES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement Students with 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url:

www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Campus Open Carry Statement

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.



**ECE 313 Child Development
COURSE SCHEDULE
As of 08/15/2016**

DATE	TOPIC	READING	ASSIGNMENT
8/26	Unit 1: Observing Children	Chapter 1	
9/6	Unit 2: History	Chapter 2	Media Reaction Paper
9/12	Unit 3: Theories	Chapter 3	First Observation
9/19	Unit 4: Pre-natal	Chapters 4 & 5	
9/22-24	Texas AEYC Conference	Sheraton Dallas	
9/26	Unit 5: Infancy	Chapters 6, 7, 8, & 9	
10/3	Unit 6: PK Physical	Chapter 10	
10/10	Unit 7: PK Cognitive	Chapter 11	Second Observation
10/17	Unit 8: PK Symbolic Thought	Chapter 12	Action Response Paper
10/24	Unit 9: PK Social & Emotional	Chapter 13	Action Response Discussion
10/31	Unit 10: Primary Physical	Chapter 14	
11/7	Unit 11: Primary Cognition & Schooling	Chapter 15	
11/14	Unit 12: Primary Language, Literacy, and Schooling	Chapter 16	Third Observation
11/21	Thanksgiving		
11/28	Unit 13: Primary Socio Emotional	Chapter 17	Case Study
12/4	Unit 14: The Family and the Child	Chapter 18	Case Study Discussion
12/12	Units 15 & 16: Review & Final		All assignments due Wednesday, 12/14 @ 8pm

“The movement for standards-based education has had a powerful impact on policy and practice. But it has done little to address the primary mission of schools — the preparation of the young for success in childhood, adolescence, and adult life. To function adequately across the life span, children and youth need formative experiences that aid their growth and development along the physical, social-interactive, social-emotional, moral-ethical, linguistic, and cognitive pathways. Indeed, academic learning is not an isolated capacity, but an aspect of **development** [emphasis added]. The two are inextricably linked and mutually facilitative.” James Comer (2006) *Quality Counts*.