

**To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Child Development.

ABOUT THE EXAM

The examination for Child Development is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The Child Development course addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include child nutrition, the impact of technology on child development and health, public policies affecting children, characteristics of quality child care, career options related to the care and education of children, and the management of multiple community and family roles.

Your knowledge related to the development, care, guidance, and protection of children will be tested by 30 short essay questions and your responses to a case study, situational analysis, career plans, workplace skills, and an occupational summary. Also, you will answer questions relating to a case study dealing with the changing roles of parents including emotional changes, shared parenting responsibilities, managing multiple roles, considerations for parents to maintain their relationship, and financial adjustments after the addition of a child to the family.

You will have three hours to complete the exam. Questions are taken from the following textbook:

Brisbane, Holly E. *The Developing Child*, 9th ed. Peoria, IL:
Glencoe/McGraw-Hill, 2004.

If you do not have a textbook or any other study material available locally, you may contact the Outreach & Distance Education Bookstore. The bookstore carries the textbook used with our CD Distance Education course.

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/> or see your course Policies & Forms Guide.

Good luck on your examination!

TEKS Coverage: CD

| TTU: Child Development TEKS Coverage Per Exam | |
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| TEKS: §122.33. Child Development (One-Half Credit) | |
| TEKS Covered | TEKS Requirement (Secondary) |
| | §122.33. Child Development (One-Half Credit). |
| | (a) General requirements. This technical laboratory course is recommended for students in Grades 10-12. |
| | (b) Introduction. Knowledge and skills related to child growth and development equip individuals to develop positive relationships with children and effective parenting and caregiver skills. Individuals use these skills to promote the well-being and healthy development of children, strengthen families in a culturally diverse society, and pursue careers related to the care and education of children. |
| | (c) Knowledge and skills. |
| | (1) Prenatal care and development. The student explains components of prenatal care and development. The student is expected to: |
| ✓ | (A) describe nutritional needs prior to and during pregnancy; |
| ✓ | (B) analyze reasons for medical care and good health practices prior to and during pregnancy; |
| ✓ | (C) identify signs of pregnancy; and |
| ✓ | (D) outline stages of prenatal development. |
| | (2) Prenatal care and development. The student determines hereditary and environmental factors affecting prenatal development. The student is expected to: |
| ✓ | (A) discuss the role of genetics in prenatal development; |
| ✓ | (B) determine environmental factors affecting development of the fetus; and |
| ✓ | (C) discuss the impact of technological advances on prenatal care and development. |
| | (3) Prenatal care and development. The student explains the process of delivery. The student is expected to: |
| ✓ | (A) describe the stages of labor; |
| ✓ | (B) summarize methods of delivery; and |
| ✓ | (C) describe possible complications of delivery. |
| | (4) Infancy. The student analyzes the growth, development, and care of the newborn. The student is expected to: |
| ✓ | (A) analyze the physical, emotional, social, and intellectual development of the newborn; |
| ✓ | (B) explain the relationship of nurturing to the growth and development of the newborn; |
| ✓ | (C) describe the influence of the family on the growth and development of the newborn; |
| ✓ | (D) summarize strategies for optimizing the development of newborns, including those with special needs; and |
| ✓ | (E) describe positive caregiving techniques. |
| | (5) Infancy. The student analyzes the growth, development, and care of the infant. The student is expected to: |
| ✓ | (A) analyze the physical, emotional, social, and intellectual development of the infant; |
| ✓ | (B) analyze various theories of psychosocial and intellectual development; |

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| ✓ | (C) determine the influences of the family and society on the infant; |
| ✓ | (D) summarize strategies for optimizing the development of infants, including those with special needs; |
| ✓ | (E) determine techniques that promote the health and safety of an infant; and |
| ✓ | (F) determine developmentally appropriate guidance techniques during the first year of life. |
| | (6) Infancy. The student describes family adjustments occurring in response to the addition of a child to the family. The student is expected to: |
| ✓ | (A) analyze emotional changes occurring after the addition of a child to the family; |
| ✓ | (B) discuss shared parenting responsibilities; |
| ✓ | (C) describe strategies for managing the multiple roles of family members; |
| ✓ | (D) discuss considerations for parents in maintaining their relationship after the addition of children to the family; and |
| ✓ | (E) describe family financial adjustments resulting from the addition of a child to the family. |
| | (7) Toddler, preschool, and school-age child. The student analyzes the growth and development of the toddler. The student is expected to: |
| ✓ | (A) analyze the physical, emotional, social, and intellectual development of the toddler; |
| ✓ | (B) determine the role of play in a toddler's growth and development; |
| ✓ | (C) summarize strategies for optimizing the development of toddlers, including those with special needs; and |
| ✓ | (D) determine developmentally appropriate guidance techniques for use with toddlers. |
| | (8) Toddler, preschool, and school-age child. The student analyzes the growth and development of the preschool child. The student is expected to: |
| ✓ | (A) analyze the physical, emotional, social, and intellectual development of the preschool child; |
| ✓ | (B) describe the role of play in a preschool child's growth and development; |
| ✓ | (C) summarize strategies for optimizing the development of preschool children, including those with special needs; and |
| ✓ | (D) determine developmentally appropriate guidance techniques for a preschool child. |
| | (9) Toddler, preschool, and school-age child. The student analyzes the growth and development of the school-age child. The student is expected to: |
| ✓ | (A) analyze the physical, emotional, social, and intellectual development of the school-age child; |
| ✓ | (B) analyze the role of the school environment on the growth and development of the school-age child; |
| ✓ | (C) summarize strategies for optimizing the growth and development of school-age children, including those with special needs; and |
| ✓ | (D) determine developmentally appropriate guidance techniques for the school-age child. |
| | (10) Care and protection of children. The student evaluates child care agencies and services available to families. The student is expected to: |
| ✓ | (A) identify criteria for assessing the quality of child care; |
| ✓ | (B) compare child care options; |

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| ✓ | (C) point out characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher; |
| ✓ | (D) determine the influences of child care on family economics; |
| ✓ | (E) determine agencies and services that protect the rights of children; |
| ✓ | (F) summarize various resources focusing on children; |
| ✓ | (G) predict the impact of changing demographics and cultural diversity on the health and welfare of children; and |
| ✓ | (H) discuss legislation and public policies affecting children. |
| | (11) Care and protection of children. The student describes the impact of child abuse on children and families. The student is expected to: |
| ✓ | (A) analyze forms, causes, and effects of child abuse; |
| ✓ | (B) summarize prevention and treatment of child abuse; and |
| ✓ | (C) discuss responsibilities of citizens to report child abuse. |
| | (12) Care and protection of children. The student analyzes practices that promote the health and wellness of children. The student is expected to: |
| ✓ | (A) describe factors essential to the health and safety of children; |
| ✓ | (B) explain the impact of appropriate health care on the well-being of children; |
| ✓ | (C) suggest techniques for promoting healthy dietary practices in children of various ages; and |
| ✓ | (D) describe practices that promote the safety of children at various developmental levels. |
| | (13) Career preparation. The student exhibits employability skills. The student is expected to: |
| ✓ | (A) demonstrate skills, characteristics, and responsibilities of leaders and effective team members; |
| ✓ | (B) demonstrate effective methods to secure, maintain, and terminate employment; |
| ✓ | (C) practice human-relations skills; |
| ✓ | (D) explain obligations of employees and employers in terminating employment; and |
| ✓ | (E) demonstrate effective verbal, nonverbal, written, and electronic communication skills. |
| | (14) Career preparation. The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to: |
| ✓ | (A) assess personal interests, aptitudes, and abilities; |
| ✓ | (B) evaluate employment and entrepreneurial opportunities and education requirements in the field of child development and early childhood education; |
| ✓ | (C) propose short-term and long-term career goals; and |
| ✓ | (D) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles. |
| | (15) Career preparation. The student completes a supervised career-connections experience applying knowledge and skills developed in the study of child development. The student is expected to: |
| ✓ | (A) determine home and business applications of knowledge and skills developed in the study of child development; and |

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| ✓ | (B) utilize a career-connections experience to demonstrate occupational applications of competencies in the study of child development. |
| | <i>Source: The provisions of this §122.33 adopted to be effective September 1, 1998, 22 TexReg 5031.</i> |