

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

COURSE OUTLINE

DEPT. EDUC

COURSE NUMBER: 1265

NUMBER OF CREDITS: 3

Lecture: 2 Lab: 1 OJT 0

Course Title:

Child Growth and Development

Catalog Description:

Child Growth and Development provides an overview of typical and atypical child development from prenatal to school age including physical, social, emotional, and cognitive development. It integrates theory with appropriate practice in a variety of early childhood settings. Students learn how to design and use developmentally appropriate language and cognitive-growth activities, including how to encourage curiosity, exploration and problem-solving; to develop sensory and story-telling skills; how to teach concepts such as time, shape and quantity, how to provide opportunities to organize and group materials; and to verbalize their experiences. Lab requirement of 15 hours. Minnesota Department of Human Services background check required.

Prerequisites or Necessary Entry Skills/Knowledge:

STSK 0090 or placement by multiple measures.

FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)

Goal 1: Communication: ____ by meeting the following competencies:

Goal 2: Critical Thinking: ____ by meeting the following competencies:

Goal 3: Natural Sciences: ____ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: ____ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: ____ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: ____ by meeting the following competencies:

Goal 7: Human Diversity: ____ by meeting the following competencies:

Goal 8: Global Perspective: ____ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: ____ by meeting the following competencies:

Goal 10: People and the Environment: ____ by meeting the following competencies:

Topics to be Covered (General)

Knowledge of early childhood development from prenatal to adolescence

Developmental theories

Physical, social, emotional, and cognitive development

Individual growth and development patterns

Cultural diversity awareness
Curriculum and materials to support development
Observation and assessment methods

Student Learning Outcomes
Identify the major stages of child development, including cognitive, biosocial, creative, and psychosocial, from prenatal to adolescence.
Assess if children birth to adolescence are developing skills/abilities considered appropriate for a particular developmental stage.
Explain and use different theories in relations to the child’s developmental stage.
Understand early childhood curriculum and how to develop cognitive, physical, creative, social and emotional skills through the curriculum.
Develop the ability to align activities to the child’s developmental stage to achieve individual and class goals.
Employ skills as a primary care giver in classroom.
Develop the ability to present information effectively to children.
Explain cultural values as a social construct.
Explain human diversity through exposure to specific conditions of children.
Describe what constitutes maltreatment, abuse, and injuries of children.

Is this course part of a transfer pathway: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
*If yes, please list the competencies below
1. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including: the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight; how young children differ in their development and approaches to learning to support the development and learning of individual children; the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight; the concepts of "belonging" and "family connectedness" as crucial to the development of young children. (TECE 3.A.2, 3.A.3, 3.A.4, 3.A.5.)
2. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the need to build and maintain a primary care relationship with each infant and toddler. (TECE 3.B.2)
3. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children's development and learning are integrated. the development of infants and toddlers and its effects on the learning and development of preprimary-aged children. (TECE 3.C.1, 3.C.2.)
4. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the cognitive, social and emotional, physical, and creative development of primary-aged children and how children's development and learning are integrated (TECE 3.D.1)

Revised Date: 3/2023