

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

COURSE OUTLINE

DEPT. EDUC

COURSE NUMBER: 2510

NUMBER OF CREDITS: 3

Lecture: 3 Lab: 0 OJT: 0

Course Title:
Child Growth and Development

Catalog Description:
Child Growth and Development is an introduction to child growth and development from conception through adolescence with a concentration on the physical, cognitive, and social-emotional domains of development. Emphasis areas of the course include: historical foundations and theories associated with the study of child development, the research process, the implications of teaching and learning, student diversity and pertinent topics associated with the possible effects of environment and behavior on prenatal development through adolescence.

Prerequisites or Necessary Entry Skills/Knowledge:
None.

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
Foundations of Child Development – Developmental periods, theories, and application of practice
Research and Assessment – Principles and methods of research; Psychoeducational assessment.
Family, Culture and Society – Family dynamics and interaction; diversity of families including military, immigrant, incarcerated parent, and maltreatment

Biological, physical, and cognitive development.
Theorists and theories of child development including Piaget and Vygotsky
Intelligence, memory, and language development.
Development within the academic domains – reading, writing, mathematics, science, social studies, arts.
Social and emotional development – attachment, emotion, temperament and personality, emotional problems
Social understanding – sense of self, social cognition.
Self-regulation, motivation, and moral development
Peers, schools and society

Student Learning Outcomes

Develop a holistic understanding of children ages birth through adolescence based on the integration of literature and research in the areas of physical, cognitive, brain- based, social, emotional, and aesthetic development.
Identify and describe the major theoretical perspectives of child development and identify the strengths and failings of each.
Develop skills in the observation and interpretation of children’s behavior.
Describe the quantitative and qualitative changes occurring from infancy to early adolescence and the implications for education.
Identify levels of readiness in learning and understanding how development in any one domain may affect performance in others.
Differentiate how gender, ethnicity, and social class impact child development.

Is this course part of a transfer pathway: Yes ☒ No ☐

***If yes, please list the competencies below**

Based on the STANDARD OF EFFECTIVE PRACTICE FOR TEACHERS, Minnesota State Statute 8710.2000 https://www.revisor.mn.gov/rules/8710.2000
Subp. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning
2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions
2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others
Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work

6B. understand how social groups function and influence people, and how people influence groups

6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.

Revised Date: 1/18/2022