Course Title:
Child Growth and Development

Catalog Description:
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.

FULFILLS MN TRANSFER CURRICULUM AREA(S) None

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:

Prerequisites or Necessary Entry Skills/Knowledge:
None

Topics to be Covered (General)
2. Research and Assessment – Principles and methods of research; Psychoeducational assessment.
3. Family, Culture and Society – Family dynamics and interaction; diversity of families including military, immigrant, incarcerated parent, and maltreatment.

4. Biological, physical, and cognitive development.

5. Theorists and theories of child development including Piaget and Vygotsky.

6. Intelligence, memory, and language development.

7. Development within the academic domains – reading, writing, mathematics, science, social studies, arts.

8. Social and emotional development – attachment, emotion, temperament and personality, emotional problems.


10. Self-regulation, motivation, and moral development.


**Student Learning Outcomes**

1. 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.

2. Identify and describe the major theoretical perspectives of child development and identify the strengths and failings of each.

3. Develop skills in the observation and interpretation of children’s behavior.

4. Describe the quantitative and qualitative changes occurring from infancy to early adolescence and the implications for education.

5. Identify levels of readiness in learning and understanding how development in any one domain may affect performance in others.

6. Differentiate how gender, ethnicity, and social class impact child development.

7. Use reflection and self-correction to reinforce the teacher-learner interaction.

**Is this course part of a Transfer Pathway:** Yes X No

Subpart 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 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;

2D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and

2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.

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:

5A. 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;

5B. understand how social groups function and influence people, and how people influence groups;

Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

6H. use effective communication strategies in conveying ideas and information and in asking questions;
Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

- **9E.** understand the role of reflection and self-assessment on continual learning;
- **9G.** understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
- **9I.** use professional literature, colleagues, and other resources to support development as both a student and a teacher;
- **9J.** collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
- **10D.** understand the concept of addressing the needs of the whole learner;

Subpart 11. Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

All syllabi must include the following statement:

To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, high school students are encouraged to notify their counselor and instructor.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or via your preferred Telecommunications Relay Service.

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Revised 9/19