

## I. General Information

1. Course Title:

Child Growth and Development

2. Course Prefix & Number:

CDEV 1104

3. Course Credits and Contact Hours:

Credits: 3

Lecture Hours: 2

Lab Hours: 2

4. Course Description:

This course provides an overview of the developmental stages of children, prenatal through age eight including physical, social, emotional, language, cognitive, and creative development. While studying the integration of theory and developmentally appropriate, best practice students will observe children and analyze characteristics of development at various stages. Attention will be focused on theory, developmentally appropriate, best practice, and environmental factors that may affect development. In addition, this course contains an off-site lab experience that will assist in guiding students to obtain the skills necessary to become a successful professional within early childhood settings. All students will be required to obtain and pass a Minnesota background check prior to completing 30 hours at an approved lab site.

5. Placement Tests Required:

**Accuplacer (specify test):** No placement tests required

6. Prerequisite Courses:

There are no prerequisites for this course.

7. Other Prerequisites

Pass a Minnesota Department of Human Services Background Check.

9. Co-requisite Courses:

There are no corequisites for this course.

## II. Transfer and Articulation

1. Course Equivalency - similar course from other regional institutions:

Member ELECT two-year colleges

2. Transfer - regional institutions with which this course has a written articulation agreement:

Early Childhood Education Transfer Pathway Course

### III. Course Purpose

1. Program-Applicable Courses – This course is required for the following program(s):

- Early Childhood Education Transfer Pathway A.S.
- Early Childhood Education Diploma
- Early Childhood Education Certificate

### IV. Learning Outcomes

#### 1. College-Wide Outcomes

| <b>College-Wide Outcomes/Competencies:</b>  | <b>Students will be able to:</b>   |
|---|--|
| Demonstrate written communication skills    | Write and develop developmentally appropriate lesson plans.  |
| Analyze and follow a sequence of operations | Follow course specific steps and guidelines for completing and writing developmentally appropriate lesson plans.                                 |
| Apply ethical principles in decision-making | Practice and demonstrate the National Association for the Education of Young Children code of Ethical Conduct for Early Childhood professionals. |

2. Course Specific Outcomes - Students will be able to achieve the following measurable goals upon completion of the course:

- Examine the physical, social, emotional, language, cognitive, and creative development of children birth through age eight and how development and learning are integrated (TECE 3.A.2, 3.C.1, 3.D.1);
- Describe how to support the development and learning of individual children through understanding how they differ in their development and approaches to learning (TECE 3.A.3);
- Examine and identify how the major theories of early childhood development and learning effect our current practice with children and families birth to age eight (TECE 3.A.4);
- Examine and describe why it is crucial to support and promote the concepts of "belonging" and "family connectedness" throughout the early childhood environment and curriculum, including teacher interactions (TECE 3.A.5.);
- Describe the importance of building, maintaining, and promoting a primary care relationship with each infant and toddler through the environment and curriculum, including teacher interactions (TECE 3.B.2);
- Examine and describe how development in the infant/toddler years effects the learning and development of preschoolers (TECT 3.C.2.);
- Examine prenatal influences on development;
- Examine lesson plan formats and how to document multiple Early Childhood Indicators of Progress and Kindergarten through Third grade learning standards for each developmental domain supporting the integration of learning;
- Display professionalism in both the classroom and lab site setting; and
- Arrange an instructor approved licensed lab site and complete all required paperwork, assignments and hours required by the course.

### V. Topical Outline

Listed below are major areas of content typically covered in this course.

#### 1. Lecture Sessions

1. Child Development Theory
  - Affects current practice
2. Developmental Domains
  - MN Early Childhood Indicators of Progress
  - Cognitive

- Social
  - Emotional
  - Language
  - Physical
  - Creative
3. Individual differences in growth and development
- Support and Promote individual children's growth, development and learning within a group setting/classroom
  - Developmentally Appropriate Practice
    - Interrelatedness of Developmental Domains and Learning
  - Lesson planning and documenting multiple domains
  - Temperament
  - Gender
  - Ecological and Environmental Factors
  - Support and promote the concepts of "belonging" and "family connectedness" throughout the early childhood environment and curriculum, including teacher interactions
  - Past experiences affect current development and learning
4. Prenatal Development
- Prenatal care
  - Nutrition
  - Rest and stress
  - Threats to healthy prenatal development
  - Maternal postpartum depression
5. Infant Development
- Growth
  - Physical
  - Cognitive
  - Language
  - Social
  - Emotional
  - Red Flags
  - Build, maintain, and promote a primary care relationship with each infant and toddler through the environment and curriculum, including teacher interactions
6. Toddler Development
- Growth
  - Physical
  - Cognitive
  - Language
  - Social
  - Emotional
  - Creative
  - Red Flags
7. Preschool Development
- Growth
  - Physical
  - Cognitive
  - Language
  - Social
  - Emotional
  - Creative
  - Red Flags
8. Ages Six, Seven, and Eight Development
- Growth
  - Physical
  - Cognitive
  - Language

- Social
- Emotional
- Creative
- Red Flags

## 2. Laboratory/Studio Sessions

1. Students meet with instructor following registration and a completed, passed background study
  - Assignments and general procedures will be reviewed
  - Students complete 30 hours of on the job training supervised by teacher in a licensed or school-based program
2. Contact and arrange an instructor-approved lab site
  - Interpersonal skills and professionalism
3. Provide and explain all lab paperwork and assignments to supervising site
  - Interpersonal skills and professionalism
4. Attend a site within the mileage parameters given by the instructor during the time arranged for a total of 30 hours
  - Be on time
  - Appropriate dress for working with children and families
5. Observe and participate in learning experiences
  - Observe and practice professionalism, developmentally appropriate practice, and code of ethics
  - Appropriate interactions with children and staff
6. Complete assignments as listed in the syllabus and as arranged with the supervising site
  - Weekly journal entries
  - Instructor provided developmental observations and assessments
7. Communicate with the Supervising site and Instructor as needed
  - Interpersonal skills and professionalism
  - Ask questions in a professional manner when more direction is needed or there is a lack of understanding