A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 2
Lab Hours/Week: 2
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course examines the major developmental milestones, both typical and atypical, in physical, social-emotional, language, cognitive, and creative developmental domains across cultures in children from conception through age eight. The interplay between maturational processes and environmental factors will be emphasized. While integrating developmental theory with developmentally appropriate practices (DAP) in a variety of early childhood care and education settings, students will observe children and analyze characteristics of development at various stages.

NOTE: This course requires a MN DHS criminal background study including fingerprints.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Recognize the historical impact of theorists in the field of early childhood.
2. Summarize the major theories for studying and understanding the development of children, such as those proposed by Piaget, Vygotsky, Erikson, and others.
3. Describe the development of children beginning at conception in the following developmental domains: physical, social-emotional, language, cognitive, moral, and creative.
4. Examine the influences of environmental factors such as culture, media, and adverse experiences on the development of the child.
5. Understand the impact of attachment, temperament traits, gender identity, and moral development.
6. Observe and document typical and atypical child development in all developmental domains using authentic, objective observation and recording methods in various early childhood settings.
7. Identify appropriate learning activities and practices that recognize children's developmental needs and abilities and reinforce the concept that development and learning are integrated.
8. Examine and describe how development and primary care relationships in the infant/toddler years affects the learning and development of preprimary-age children.
D. LEARNING OUTCOMES (General)

1. (3.A.) A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:
   (2) the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight; (TECE 3.A.2)
   (3) how young children differ in their development and approaches to learning to support the development and learning of individual children; (TECE 3.A.3)

2. (LO #1 con't) (4) the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight; (TECE 3.A.4)
   (5) the concepts of belonging and family connectedness as crucial to the development of young children. (TECE 3.A.5.)

3. (3.B.) A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (2) the need to build and maintain a primary care relationship with each infant and toddler. (TECE 3.B.2)

4. (3.C.) A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (1) the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children's development and learning are integrated. (TECE 3.C.1)
   (2) the development of infants and toddlers and its effects on the learning and development of preprimary-aged children. (TECE 3.C.2.)

5. (3.D.) A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (1) 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)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

   None

F. LEARNER OUTCOMES ASSESSMENT

   As noted on course syllabus

G. SPECIAL INFORMATION

   None noted