ECED 1230: Preschool Development and Learning

A. COURSE DESCRIPTION

Credits: 4
Lecture Hours/Week: 3
Lab Hours/Week: 2
OJT Hours/Week: *.*

Prerequisites:
This course requires either of these prerequisites
   ECED 1110 - Child Growth and Development
   CHCA 1210 - Foundations of Child Development

Corequisites: None
MnTC Goals: None

This course is an overview of preschool development in sensory-motor, physical, social-emotional, language, cognitive and creative domains across cultures in children from age three to five. Students will observe children, analyze characteristics of their development, and practice current observation and recording methods in a variety of early childhood care and education settings. Through these hands-on experiences, students integrate knowledge of maturational processes, developmentally appropriate practices (DAP), activities, and environments, and effective caregiving and teaching strategies.

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. Understand and identify individual growth and developmental stages and patterns within the child's cultural context.
2. Demonstrate skills in observation formats including time sampling, anecdotal, event and, developmental checklists.
3. Explore development and teaching strategies in the learning areas of sensory-motor, physical, cognitive, language, creative, and social-emotional development.
4. Demonstrate planning and implementing knowledge in the domains of sensory-motor, physical, cognitive, language, creative, and social-emotional development.
5. Describe general indicators around cognitive development and moral development.
6. Examine temperament, types of temperament, and the impact on a preschooler’s responses and relationships.
7. Demonstrate an understanding of preschool sexual identity development and gender awareness.
8. Understand the role play has in the development of a child and how to set up environments that enhance those opportunities.
9. Consider stress, toxic stress, and the resultant impact of adverse childhood experiences (ACEs) on social-emotional and mental health of preschoolers and their families.
10. Explore stress reducing experiences to build resilience in preschoolers and their families.
11. Demonstrate an understanding of the importance of family involvement and partnership roles with the early childhood program.
12. Examine varied forms of quality literature for preschoolers, including books, finger plays, nursery rhymes, and songs; and the importance of adult-child interactions with these mediums.
D. LEARNING OUTCOMES (General)
   1. Understand typical development of preschoolers in each of the developmental domains.
   2. Exhibit an understanding of a variety of observation methods.
   3. Examine and identify various developmentally appropriate experiences.
   4. Understand the impact of various social and cultural influences on the family and child development.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted