A. Course Description

- Credits: 3.00
- Lecture Hours/Week: 3.00
- Lab Hours/Week: 0.00
- OJT Hours/Week: 0
- Prerequisites: None
- Corequisites: None
- MnTC Goals: None

This course examines the major developmental milestones across cultures, both typical and atypical, for children from conception through age eight in the areas of physical, social, emotional, language, cognitive and aesthetic/creative development. While studying developmental theory, investigative/observational research methods and developmentally appropriate practices, students will observe children and analyze characteristics of development at various stages. The course emphasizes interactions between maturational processes and environmental factors. To complete assignments in this class, students are required to spend approximately 10 hours per semester outside of class time observing young children in community-based early childhood programs. Note: This course requires a Minnesota Criminal Background Study including fingerprints.

B. Course Effective Dates: 8/2/19 – Present

C. Outline of Major Content Areas

As noted on course syllabus

D. Learning Outcomes

1. Describe the development of children in the following areas: physical, social/emotional, language, cognitive, moral, and creative.
2. Examine and describe how development in the infant/toddler years effects the learning and development of preschoolers.
3. Examine and describe the importance of building, maintaining, promoting a primary care relationship with each infant and toddler through the environment including teach interactions.
4. Examine the concepts of belonging, identity, and family connectedness as crucial to the development of young children.
5. Identify and describe major theories for studying and understanding the development of children such as those proposed by Piaget, Vygotsky, Erikson, and others.
6. Identify appropriate learning activities and practices that recognize children's developmental needs and
abilities and reinforce the concept that development and learning are integrated.
7. Identify influences on development from conception through early childhood, including environmental factors, culture, temperament, and adverse experiences.
8. Observe and document typical and atypical child development using authentic, objective observation methods.

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

F. Learner Outcomes Assessment
   As noted on course syllabus

G. Special Information
   None noted