

Dakota County Technical College

ECYD 1210: Child Growth and Development

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course examines the major developmental milestones for children, both typical and atypical, from conception through adolescence in the areas of physical, psychosocial, and cognitive development. Also emphasizes interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methods, students will observe children and analyze characteristic of development at various stages.

Note: This course requires a clear Minnesota Criminal Background Study.

B. COURSE EFFECTIVE DATES: 12/23/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Accepts cultural and linguistic variations and the effects those variation may have on behavior and development
2. Assist with collection of information about each child's development
3. Demonstrate knowledge of and respect for variations across cultures and family structures in terms of family expectations, values and child rearing practices
4. Demonstrate knowledge of the inter-relatedness of children's physical, language, literacy, cognitive, personal/social and creative development
5. Demonstrate understanding of protective factors, resilience, the development of mental health and the importance of supportive relationships with adults and peers
6. Demonstrate understanding of the complexity and dynamics of family systems
7. Demonstrates understanding of developmental consequences of stress and trauma related to loss, neglect, and abuse
8. Describe individual children relative to developmental characteristics
9. Explain how developmental variations and family culture, language and environment influence a child's growth and development
10. Identifies basic physical, social, emotional, cognitive and language developmental milestones of children
11. Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families and life situations
12. Identify and describe age-typical physical, social, emotional, cognitive and language characteristics of children
13. Maintain confidentiality between the program and families regarding each child's observation and assessment
14. Objectively observes and records children's patterns of development, behavior, and preferred learning style
15. Recognize individual children's personalities and variations in development and their effects of children's needs in the program
16. Recognize individual personalities and temperaments of children
17. Understand that culture and family have a critical impact on children's development and that children are best understood in the contexts of family, culture and society
18. Understand that each child develops at his/her own rate
19. Understands and applies current child development theory, information, and practice
20. Uses a variety of observation tools to identify milestones of cognitive, language, physical/motor, and social-emotional 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