

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 3/30/21, 11/10/21, 3/9/23

4. Department/discipline: Education/Early Childhood

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Child Growth and Development  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: EDU/CDEV 8. Course Level: 1210

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course focuses on human development. It provides an overview of development from conception through adulthood, examining the patterns and theories of human development. Content will include physical, intellectual and social-emotional development with emphasis given to the periods of early childhood through late childhood. Knowledge of developmental stages will be integrated with developmentally appropriate practices in education and care settings. This course requires Early Child Development students to spend 15 hours at a licensed childcare/education setting. Elementary Education students complete five (5) hours of field experience.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

T. McDevitt, J. Ormrod, Child Development and Education, 7<sup>th</sup> edition with My Lab Access

14. **Course Content** (Provide an outline of major topics covered in course)

- A. Examine physical and cognitive development in infancy, early/middle childhood, adolescence and adulthood
- B. Examine social and personality development from in infancy, early/middle childhood through adulthood
- C. Examine prenatal influences on development
- D. Identify observation and recording methods
- E. Examine child and adult temperament/personality types

- F. Examine ways temperament may influence development
- G. Examine historical context of development, research, and education
- H. Examine effects of trauma on development
- I. Explore collaboration with families and caregivers to enhance learning for children

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Examine history of education and how the field is affected by worldwide social, research, and educational trends.	A, D	1
Observe and document typical and atypical child development from conception through adolescence to identify and implement appropriate learning activities.	A, C, D	5
Identify resources for children with atypical development.	A, C, D	1
Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.	A, C, D	3
Understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when	A, C, D	3

making instructional decisions.		
Identify instruction appropriate to a student's stages of development and learning.	A, B, C, D	5

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes  No

Provide the required documentation to show course meets required licensing/certification standards.

**MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

**Subpart 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:**

3A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;

3B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

**Subpart 4. Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

4J. know about community and cultural norms

4K. **identify** and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

**Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education**

Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

- (2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
- (3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;
- (4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and appropriate ways.

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