

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM
Outline Form Created: 03/19/19
Form Updated 12/2/24

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, 02/25/26

4. Department/discipline: Early Childhood/Education

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: CDEV/EDUC 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): None
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, 7th 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Examine history of education and how the field is affected by worldwide social, research, and educational trends.	A, D	1
2. Observe and document typical and atypical child development from conception through adolescence to identify and implement appropriate learning activities.	A, C, D	5
3. Identify and use appropriate resources and strategies to support children with atypical development and other exceptional needs, including disabilities and giftedness, in inclusive learning environments.	A, C, D	1
4. Utilize self-directed learning strategies to enhance motivation and engagement to design personalized learning experiences that foster a	A, C, D	3

deeper understanding of the relationship between motivation and engagement.		
5. Develop learning strategies to organize and support individual and group work from the foundational sciences of psychology, anthropology, and sociology that builds on a learners' strengths, needs, and cultural ways of knowing for a student's physical, social, emotional, moral, and cognitive development.	A, C, D	3
6. 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

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 2023)

1C. The teacher understands how students construct knowledge and acquire skills.

1E. The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.

1G. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.

1J. The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

1L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.

1N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

2B. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.

4A. The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.

4E. The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.

5B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.

7B. The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.

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.

Teachers of Early Childhood Standards:

A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including: 3.A.2: the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight; 3.A.3, how young children differ in their development and approaches to learning to support the development and learning of individual children; 3.A.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; 3.A.5 the concepts of "belonging" and "family connectedness" as crucial to the development of young children.

A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

3.B.2 the need to build and maintain a primary care relationship with each infant and toddler.

A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

3.C.1 the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children's development and learning are integrated.

3.C.2. the development of infants and toddlers and its effects on the learning and development of preprimary-aged children.

A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: 3.D.1. the cognitive, social and emotional, physical, and creative development of primary-aged children and how children's development and learning are integrated