T&L 2900—Early Childhood: Typical & Atypical Development

In partnership with UND University of North Dakota

Course at a Glance

Instructor: Dr. Marrea Winnega
Facilitator: Darcie Donegan, MA/Ed, your contact for course content or examination questions.
Length: Approximately 45 hours, complete in 4 months
Dates: Rolling admission
Number of Graduate Professional Development Credits: 3, from the University North Dakota

Introduction

Early Childhood: Typical & Atypical Development is an interactive distance learning course that covers development during the first six years of life and research-based best practices in early learning. Included will be typical development from the prenatal stage to middle childhood with an emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population.

This course is designed for anyone planning programs for young children—child-care providers, early childhood educators, and health care or social services providers, to name a few.

This online, self-paced program can be started and completed at the student’s own leisure within four months from the UND assigned course start date after enrollment.

CDA Related Information: This course is one part of a five part series on early childhood education. Upon completion of all five courses, you will have covered all of the CDA Competencies to prepare you to take the CDA exam (applicable in certain states, not in North Dakota). This course specifically covers CDA Competencies 1-9, 12, and 13 (Check your individual state requirements), which all relate to the establishment of well-run, purposeful programs for young children that are responsive to individual needs and advance the development of the whole child.

Other courses in this five part series includes:

- Early Childhood, Infant & Toddler Mental Health: Issues & Information for Educators, 2 credits
- Early Childhood: Family Centered Services, 2 credits
- Early Childhood: Observation & Assessment, 3 credits
- Early Childhood: Program Planning, 3 credits

Learning Objectives

At the conclusion of this course students will be able to:

- Understand basic principles of growth and the foundation of development from conception through 6 years, including genetic and environmental influences.
• Identify the historical roots, common research practices, prominent child development theorists and theories.
• Describe sequences, characteristics, and concepts of development in the domains of motor and perceptual, cognitive and communication, social and emotional development for each stage.
• Recognize individual and cultural differences in child development and socialization.
• Identify how to create environments, programming, and interactions that support the development of young children, including those with special needs, individually and in groups.
• Provide professional resources on the typical and atypical development and needs of children prenatal-six years.

Session Topics

The Typical & Atypical Development course has been divided into four chapters.

Chapter One: Introduction to Child Development
1) Define child development and basic developmental principles
2) Understand historical and emerging viewpoints on child study
3) Recognize major theories and recent trends
4) Identify research methods, designs and ethics
5) Appreciate the importance of child development to early childhood educators

Chapter Two: Prenatal and Newborn Development
1) Outline family contexts of family planning and preparation
2) Describe the process of conception and fertility assistance methods
3) Explain the stages of prenatal development
4) Understand the role of genes and chromosomes in development
5) Define proper prenatal care and risks to the developing infant
6) Identify labor and birth options and processes
7) Discuss atypical conception, prenatal development, labor and birth
8) Define newborn assessment & care
9) Understand typical and atypical newborn appearance & abilities

Chapter Three: The Development of Infants (1-12 months) and Toddlers (13-35 months)
1) Discuss growth patterns and motor development in the first and second years
2) Describe the development of language and cognitive skills
3) Understand normal socio-emotional development of infants and toddlers
4) Identify motor development milestones and sequence
5) Describe cognitive and language development in 1 to 12 month-olds
6) Recognize common variations and atypical infant and toddler development

Chapter Four: The Development of Preschoolers (3-5 Years) & Young School agers (5-6 years)
1) Understand the typical sequence of preschool growth and motor development
2) Describe preschool cognitive development and related theories
3) Identify language development milestones including emergent literacy approaches
4) Discuss typical 3-to-6 year-old social-emotional development
5) Define developmentally appropriate practices for young children
6) Learn types of atypical development and developmental variations

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.
**Assignments & Examinations**

**Assignments**
This course has two required writing components.  **ALL ASSIGNMENTS ARE REVIEWED.**

1) **Essay Requirement: Critical Thinking Questions**
There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) **Essay Requirement: Journal Articles**
This task requires you to write a review of three peer-reviewed or scholarly journal articles (blogs and news articles are not acceptable) of your choice on a topic related to this course.

**Examinations**
At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

**Grading**

This online course uses **Letter Grading (A, B, C, or F).**

- Writing assignments for this course comprise **50%** of the final grade.
- The remaining **50%** of the grade will be the average from the four (4) course examinations.

Course Grading Scale for Letter Grades:
- A = 90 - 100% of total score
- B = 80 - 89%
- C = 70 - 79%
- F= below 70%

**Scholastic Dishonesty**

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: [http://und.edu/student-affairs/code-of-student-life/](http://und.edu/student-affairs/code-of-student-life/)

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