

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

Course Outline

Course Title: Cognitive Development and Children's Mental Health	Submitted By: Sara Matuszak & Dawn Olson
Semester Course Prefix and Number: EDUC 2415	Approval Date: March 2010
Old Quarter Course Prefix and Number:	Revision Date:

Number of Credits: 3	Number of Lecture Credits:
Semester(s) Offered: Spring	Number of Lab Credits: Number of Lab Hours:
Class Size: 35	Number of Studio/Demonstration/Internship Credits:
Negotiated by AASC on: (date)	

Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This course will explore the complexities of early brain development and address how early experiences are paramount in helping to shape optimal emotional development. In addition, this course will provide an overview of infant mental health and discuss the negative effects of trauma and stress during early development.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

Career Programs and Transfer Majors Accessing this Course:

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

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| 0. <input type="checkbox"/> None | 6. <input type="checkbox"/> The Humanities and Fine Arts |
| 1. <input type="checkbox"/> Communications | 7. <input type="checkbox"/> Human Diversity |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives |
| 3. <input type="checkbox"/> Natural Sciences | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences | |

Learning Outcomes: (including any relevant competencies listed in the Minnesota Transfer Curriculum)

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

- Describe the progression, function and impact of early brain development
- Reflect upon brain research and how early experiences impact life-long development
- Demonstrate activities which will positively impact early brain development
- Produce a lesson plan designed for parents of newborns which emphasizes the importance of early brain development and demonstrates specific activities which will enhance development
- Identify community and educational resources which are beneficial to parents of newborns
- Analyze the effects trauma and stress have on children and parents
- Provide strategies utilizing “Tools of the Mind” to enhance learning potential

Student Assessment Methods:

Examinations
Lesson Plan
Demonstration

Use of Instructional Technology: (includes software, interactive video and other instructional technologies):

D2L Instructional Format
Power Point

Outline or Statement of Major Course Content:

- Introduction to Cognitive Development
- Biological Bases of Cognitive Development
- The Social Construction of Mind
- Piaget and the Neo-Piagetians
- Information-Processing Approaches
- Strategies in Cognitive Development
- Tools of the Mind
- Infant Perception and Spatial Cognition
- Representation
- Memory
- Language Development
- Problem Solving and Social Cognition
- Schooling & Cognition: Intelligence Origins, Intellectual Differences and Strategies that Work

Additional Special Information: (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.) UMD’s Early Childhood and Elementary Education Majors

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

Distribution: Original – Administrative Office
Copies: Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records
Revised: May 2009