



**I. COURSE DESCRIPTION:**

Part 1 will provide an intensive study of the psychological, cognitive, physical and social development of the child from conception to early childhood. Psychological concepts, theories and research will be examined in relation to the child's development. The application of theory and research to the problems of childhood will be discussed.

Philosophically, this course emphasizes a holistic view of the undeniable worth of children.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

**1. demonstrate a thorough understanding of child development (ECE CSAC Learning Outcome #2)****Potential Elements of the Performance:**

- identify developmental milestones and variations in children
- support the development and learning of individual children within the context of family, culture and society
- analyze data on current child developmental issues

**2. promote the overall well-being and facilitate positive change for children****Potential Elements of the Performance:**

- define and critique the concept of development and the methods for studying development
- explain, compare, contrast and apply selected theories of child development
- describe and contrast the psychological, cognitive, physical and social developmental achievements of the prenatal period, infancy and early childhood
- analyze child development literature using such skills as definitions of terms and research validity

**3. develop and maintain effective communication skills - written, verbal and non-verbal (ECE CSAC Learning Outcome #6)**

**Potential Elements of the Performance:**

- communicate with sensitivity
- ensure that information is comprehensive, concise, factual and objective
- utilize appropriate form, style and level of analysis/detail on message, audience and purpose of communication
- use an accepted standard of writing, grammar, spelling and format (eg. APA style)

**4. utilize a variety of observation techniques to enhance work with children, families and co-workers (ECE CSAC Outcome #3)**

**Potential Elements of the Performance:**

- define, apply and analyze selected vocabulary from the child development literature
- utilize appropriate techniques to identify children's skills, abilities and interests
- interpret information gathered and make recommendations for future analysis or research

**III. TOPICS:**

1. Theory and Research in Child Development
2. Biological and Environmental Foundations
3. Prenatal Development
4. Birth and the Newborn Baby
5. Physical, Cognitive, Emotional and Social Development in Infancy, Toddlerhood and Early Childhood

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Infants, Children and Adolescents, 4<sup>th</sup> Edition, Berk, L.E.: Allyn and Bacon, 2002

Developmental Profiles – Pre-Birth to Age 12

**V. EVALUATION PROCESS/GRADING SYSTEM:****1. Childhood/Family Analysis 15%**

Students will complete an assignment that examines their own childhood and family. This assignment must be typed. Criteria will be explained in class.

Due week of February 9

**2. Professional Research Article Review 20%**

Students will review a research study that is published in a professional journal. The review will consist of a brief summary of the main points of the research article and a critique of the information provided. One and a half to two pages are expected. The format and criteria for completing this assignment will be explained in class.

Review due: week of March 22

**3. In-class assignments, quizzes, attendance and participation 15%**

The CICE students will complete, with the assistance of an Educational Assistant, various activities and projects to be handed in and/or reported on in class. For the above mentioned projects or assignments they may require modifications and/or one tutoring time for the CICE students to complete. The CICE students will receive their "unscheduled" modified quizzes, for evaluating their understanding of developmental milestones, in the CICE office. Attendance and active participation is a necessary requirement for successful completion of this course.

**4. Tests 50%**

There will be 3 tests spaced throughout the semester worth. These tests will be based on the material presented in class and in the textbook.

Test #1: week of February 2 (15%)

Test #2: week of March 1 (15%)

Test #3: April 16 (20%)

The following semester grades will be assigned to students in post secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post secondary institutions.

Disclaimer for meeting the needs of learners:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Students must complete tests on the designated date. If the student cannot attend the class for the test, the student must telephone the professor prior to the time of the test (759-2554 ext 438) to make alternate arrangements. If this procedure is not followed, a grade of zero will be applied for the test. Presentations must be made on the date scheduled.

All assignments are due on the date indicated by the professor. Late assignments will be deducted 5% per day. Assignments will not be accepted more than 1 week after the due date.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:****A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Integrative Educational Assistant may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.