

I. COURSE DESCRIPTION:

The growth and development of the person from conception to early childhood will be the focus of this course. With the assistance of a Learning Specialist, the CICE student will acquire a basic knowledge relevant to the norms of development. Also addressed will be the interactive effects of maturation, experience and life context as they affect the individual.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

- 1. Foster and utilize therapeutic environments which respect culture, promote well-being and facilitate positive change for children (adapted from CYW CSAC Learning Outcome #2)**

Potential Elements of the Performance:

- assess in collaboration with relevant others, the developmental needs of infants, toddlers and preschool children
- understand factors that contribute to optimal growth and development of infants and young children
- 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
- integrate holistic applications of child development
- appropriately analyze child development literature from a variety of sources

- 2. Design and implement strategies which promote community education to enhance physical and psycho-social development in children (adapted from CSAC Learning Outcome #3)**

Potential Elements of Performance

- identify and assess, in collaboration with other professionals, potential groups and communities at risk
- determine prevention and/or education objectives for specific groups and communities at risk
- facilitate the adaptation of resources which address the identified needs

3. Communicate effectively in verbal, non-verbal and written forms which enhance the quality of service (CYW CSAC Learning Outcome #8)

Potential Elements of the Performance:

- plan and organize communications according to the identified need
- select and use forms of communication required by the situation and the context
- communicate clearly, concisely, accurately and appropriately to the receiver, the setting, and the identified goals
- demonstrate and communicate awareness of both normative and individual patterns of development for the purposes of planning supports and building on strengths
- acquire and utilize vocabulary and professional terminology appropriate to the study of child development
- complete observation reports, supported by reference to child development literature

III. TOPICS:

- a. Child Development: Theories and Themes
- b. Research in Child Development
- c. Genetic Factors of Child Development
- d. Prenatal Development and Birth
- e. Physical, Cognitive and Social Development in Infants and Toddlers
- f. Physical, Cognitive and Social Development in Preschool Children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS (available in College Bookstore):

Children, current Canadian Edition, Robert V. Kail and Theresa Zolner

V. COURSE REQUIREMENTS:

1. In small groups of 2 to 4, students will make an oral informational presentation on a topic pertinent to child development. This material would be suitable to a public presentation for parents and/or educators. ***Dates, topics and criteria will be finalized in the first two weeks of class.***
2. There will be five (5) quizzes on material covered in class and in the assigned text. Only the best four (4) quizzes will be counted. There will be no opportunity to write missed tests, other than a documented medical emergency. Students may bring notes to quizzes. The textbook, laptops/tablets/smartphones or other materials are not permitted at quizzes.

Quiz dates as noted on assignment package.

3. **Each individual student will complete an observation report of an individual child and support his/her observations with appropriate developmental research. Due date as noted on attached assignment package.**
4. Each individual student will complete **an article review assignment** according to criteria to be provided.
5. Active participation and regular attendance.

VI. EVALUATION PROCESS/GRADING SYSTEM:

1. Attendance and Participation (20%)
2. Oral Informational Presentation (10%)
3. Quizzes – 10% each (40%)
4. Written Observation Report (20%)
5. Article Review Assignment (10%)

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%	3.00
B	70 – 79%	2.00
C	60 – 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

VII. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. ***Once the classroom door has been closed and the learning process has begun, late arrivers may not be granted admission to the room until the first scheduled break unless otherwise permitted by the instructor.***

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

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 CICE office with assistance from a Learning Specialist.

The Learning Specialist 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 Learning Specialist 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.