

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE:	Child and Adolescent Development I		
CODE NO. :	HSC104	SEMESTER:	Winter
MODIFIED CODE:	ED089		
PROGRAM:	Early Childhood Education		
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MODIFIED BY:	Marnie Bunting, Learning Specialist CICE Program		
DATE:	Jan/2016	PREVIOUS OUTLINE DATED:	2015
APPROVED:	"Angelique Lemay"		Jan/2016
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	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	PSY102		
HOURS/WEEK:	3		

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For additional information, please contact the Dean, School of Community Services Interdisciplinary Studies, Curriculum & Faculty Enrichment (705) 759-2554, Ext. 2737

I. COURSE DESCRIPTION:

This course provides a look at the psychological, emotional, physical and social development of the child. Psychological theories and research regarding development of the child will be viewed. Theory and research regarding the problems of childhood will be discussed.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. demonstrate a thorough understanding of child development.

Potential Elements of the Performance:

- observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development
- define and critique the concept of development and methods for studying development
- explain, compare, contrast and apply selected theories of child development
- explore issues related to prenatal development that impact a child's development
- identify developmental milestones and variations in children and pinpoint warning signs of developmental issues
- describe and contrast physical, cognitive, speech and language and social-emotional development of children from birth to age six

2. promote the overall well-being and facilitate positive change for children

Potential Elements of the Performance:

- support the development and learning of individual children within the context of family, culture and community
- suggest appropriate ways for adults to facilitate learning and development in all developmental areas
- explore opportunities for every child to develop positive self-esteem and feel loved and respected
- develop strategies to enhance children's self-regulation, empathy, resilience and autonomy

3. utilize a variety of observations and strategies to enhance work with children, families and co-workers

Potential Elements of the Performance:

- analyze child development literature and determine research validity
- interpret information gathered and make recommendations for future analysis and research
- utilize appropriate strategies to identify children's skills, abilities and interests
- research topics of interest related to prenatal and child development that are suitable for sharing with colleagues and families

4. act in a professional manner

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct, ECE Confidentiality Policy and CECE Code of Ethics and Standards of Practice

III. TOPICS:

1. Child Development Theories and Data Gathering
2. Principles of Growth and Development (Biological and Environmental Foundations)
3. Prenatal Development
4. Infancy, Toddlerhood, and Early Childhood Development : Birth to 6 years

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College

Additional Resource:

Marotz, L.R. & Allen, K.E. (2015) *Developmental Profiles: Pre-birth through Adolescence* 8th Edition. Wadsworth Publishing

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests 40%

Tests will be scheduled over the course of the semester. These tests will be based on the material presented in class and in the course text materials

*As per the testing policy, Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.*

Active Experiential Learning/Collaborative Teams and Reflective Practice 15%

You will be assigned a collaborative team that you will work with for the entire semester. This will involve working within a collaborative team to complete Active Experiential Learning (AEL) activities related to course topic areas. You will be expected to actively engage in discussion within your collaborative team. Some classroom learning will occur in the form of workshops that are delivered from professionals in the community

If you are not present or you do not bring all the necessary materials or you are not fully participating for any of the activities, this will impact your grade in this evaluation factor.

As part of this evaluation factor you will be engaging in reflective practice. This will encourage you to actively reflect on what you have learned and to also develop professional practices that will enhance the learning process.

Class Preparation Notes **15%**

As part of this evaluation factor, you will be submitting “Class Preparation Notes”. The process for submission will be discussed in class and posted on LMS.

Assignments **30%**

You will be completing **two assignments (worth 15% each)** that will be based on learning that is happening throughout the semester related to various unit topics that are covered. Complete descriptions of the following assignments and evaluation formats will be discussed in class and posted on LMS.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
 - *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

The following semester grades will be assigned to students:

<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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Your professor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow.

Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

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

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.

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.