



COURSE OUTLINE: ED 089 - CHLD & ADOLES DVLP 1

Prepared: Lorna Connolly

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| Course Code: Title | ED 089: CHILD & ADOLESCENT DEVELOPMENT 1 |
| Program Number: Name | 1120: COMMUNITY INTEGRATN |
| Department: | C.I.C.E. |
| Semesters/Terms: | 20W |
| Course Description: | <p>This course 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 childhood experiences will be discussed.</p> <p>Philosophically, this course emphasizes a holistic view of the undeniable worth of children.</p> |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 45 |
| Prerequisites: | PSY0128 |
| Corequisites: | There are no co-requisites for this course. |
| This course is a pre-requisite for: | ED0274 |
| Essential Employability Skills (EES) addressed in this course: | <p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p> |
| General Education Themes: | Social and Cultural Understanding |
| Course Evaluation: | Passing Grade: 50%, D |
| Books and Required Resources: | The science of early child development (on-line resource) by Jamieson, J., Bertrand, J., effenbaum, M., & Koshvk, J. (Eds). (2012) |



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Publisher: Winnipeg, MB: Red River College Edition: 3rd

ASQ-3 Quick Start Guide by Squires, J., Twombly, E., Brickers, L., (2009)
Publisher: Paul H. Brookes Publishing Company

ASQ-3 Learning Activities by Twombly, E. & Fink, G. (2013)
Publisher: Paul H. Brookes Publishing Company
ISBN: 978-1-59857-246-9

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

| Course Outcome 1 | Learning Objectives for Course Outcome 1 |
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| Demonstrate a thorough understanding of child development | 1.1 observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development 1.2 define and critique the concept of development and methods for studying development 1.3 explain, compare, contrast and apply selected theories of child development 1.4 explore issues related to prenatal development that impact a child's development 1.5 identify developmental milestones and variations in children and pinpoint warning signs of developmental issues 1.6 describe and contrast physical, cognitive, speech and language and social-emotional development of children from birth to age six |
| Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| Promote the overall well-being and facilitate positive change for children | 2.1 support the development and learning of individual children within the context of family, culture and community 2.2 suggest appropriate ways for adults to facilitate learning and development in all developmental areas 2.3 explore opportunities for every child to develop positive self-esteem and feel loved and respected 2.4 develop strategies to enhance children's self-regulation, empathy, resilience and autonomy |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| Utilize a variety of observations and strategies to enhance work with children, families and co-workers | 3.1 analyze child development literature 3.2 research topics of interest related to prenatal and child development that are suitable for sharing with colleagues and families |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| Plan and implement activities for a child based on observations and collaborations with families/educators and analyze the developmental outcomes | 4.1 choose one child (between the ages of 6 months to 4.5 years) 4.2 complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches. 4.3 analyze the child's developmental progress. 4.4 create developmental objectives to provide the child with experiences that are developmentally appropriate and match |



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| | <p>the child's interests</p> <p>4.5 provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches.</p> <p>4.6 evaluate the outcomes of the activities</p> <p>4.7 establish respectful partnerships with families which promote involvement in their child's learning</p> <p>4.8 identify the valuable input that families contribute as experts in their child's abilities, interests and ideas</p> <p>4.9 share observations of the child's abilities, interests and ideas with educators/families</p> |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| Act in a professional manner | <p>5.1 use self-reflection and self-evaluation skills in an ongoing manner</p> <p>5.2 contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.</p> <p>5.3 communicate clearly, concisely, and effectively in written, spoken, and visual form</p> <p>5.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals</p> <p>5.5 take responsibility for one's own actions, decisions, and consequences</p> <p>5.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.</p> <p>5.7 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</p> |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|---------------------|-------------------|
| Child Study Project | 30% |
| Content Integration | 20% |
| Reading Assignments | 20% |
| Tests | 30% |

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. 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.

B. 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.

C. 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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: August 28, 2019

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

