

I. COURSE DESCRIPTION:

Part I 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 student, with the support of a Learning Specialist, will demonstrate the ability to:

1. demonstrate a thorough understanding of child development.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 childrenPotential 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
- summarize child development literature

3. **develop and maintain effective communication skills – written, verbal and non-verbal**

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 and accepted standard of writing, grammar, spelling and format (eg. APA style)
- demonstrate effective teamwork and team membership through effective collaboration and consultation

4. **utilize a variety of observation techniques to enhance work with children, families and co-workers**

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
- reflect on professional practices and learning experiences

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 8 years

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Marotz, L.R. & Allen, K.E. (2013). *Developmental Profiles-Pre-birth through Adolescence*, 7th Edition, Wadsworth Publishing

V. EVALUATION PROCESS/GRADING SYSTEM:**1. Tests 45%**

There will be 3 tests spaced throughout the semester. These tests will be based on the material presented in class and in the course text materials. **Students must achieve an overall 50% average on these tests in order to receive credit in HSC 104.**

*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.*

2. Prenatal and Childhood Current Issues 15%

Over the course of the semester, students will gather current articles on topics related to prenatal development and the development of infants, toddlers and preschoolers. These will be discussed within your collaborative team. Complete criteria and due dates will be explained in class. Due dates will be posted on LMS.

3. Professional Research Article Review 15%

Students will review a research study that is published in a professional journal. This review will consist of a brief summary of the main points of the research article and a critique of the information provided. The format and criteria for completing this assignment will be explained in class. Due dates will be reviewed in class and posted on LMS.

4. In-Class Experiential Learning and Collaborative Teams = 20%

Students are expected to participate in various in-class activities and discussions throughout the course within their collaborative work teams. Some of these activities may require pre-class preparation. Activities will relate to video workshops related to the course content. Students will complete these activities during class time. Students are expected to be fully participating in these activities. Students who are not present for these activities or do not come with the necessary learning materials (ie. textbook) will not have an opportunity to make them up and will be given a mark of "0" for the activity.

5. Professional/Reflective Practice = 5%

You will be engaging in professional/reflective practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. This will be completed at midterm and at the end of the semester.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;*
 - *Major assignments that are late are to be handed in to Room E3207 (slip under the door).*
 - *The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.*
- *Late, major 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 Plagiarism posted on the Student Portal.*
- *In-class or weekly assignments 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 drafts and returned 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.*
- *Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.*
- *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%	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. 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.

Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within any classroom discussions that occur in any of their courses.
4. Students are expected to be prepared each day with all assigned work due completed.
5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.

12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

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.

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.