

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 will demonstrate the ability to:

1. **demonstrate a thorough understanding of child development.**

(Reflection of ECE Program Standard Vocational Learning Outcome #1 & 2)

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**

(Reflection of ECE Program Standard Vocational Learning Outcome #1, #2, #4)

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** (Reflection of ECE Program Standard Vocational Learning Outcome #3)

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. **plan and implement activities for a child based on observations and collaborations with parent(s)/educators; analyze the outcomes, and formulate new experiences for the child**

(Reflection of ECE Program Standard Vocational Learning Outcomes #1, #2, #

Potential Elements of the Performance:

- choose one child (between the ages of 6 months to 4.5 years)
- complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches.
- analyze the child's developmental progress.
- create developmental objectives to provide the child with experiences that are developmentally appropriate and match the child's interests
- provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches.
- evaluate the outcomes of the activities and formulate further suggestions for appropriate developmental experiences
- establish respectful partnerships with families which promote involvement in their child's learning
- identify the valuable input that families contribute as experts in their child's abilities, interests and ideas
- share observations of the child's abilities, interests and ideas with families

4. **act in a professional manner** (Reflection of ECE Program Standard Vocational Learning Outcome #6 and #10 and Essential Employability Skills Learning Outcomes #1, #5, #6, #8, #9 & #11)

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 & Components of Completing a Child Study
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

Squires, J., Twonbly, E., Brickers, L., (2009) *ASQ-3 Quick Start Guide*. Brookes Publishing Company.

Squires, J., Twonbly, D., Brickers, L., (2004) *Ages and Stages Learning Activities*. Brookes Publishing Company.

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 **30%****

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.

Mini-Assignments related to the Science of ECD **15%**

As part of this evaluation factor, you will be submitting through Drop Box, mini-assignments related to the review of materials in the Science of Early Childhood Development in preparation for class discussions. The process for submission will be discussed in class and posted on LMS.

Professional Research Article Review **10%**

You will be exploring a Child Development-related professional journal article and providing an analysis of the contents and application of research to real-life situations.

Supporting a Child – A Case Study **30%**

You will be completing an in-depth study of a child. Complete criteria for this major assignment will be reviewed in class. This is a process assignment and components will be submitted over the course of the semester. Requirements will be communicated 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%	
A	80 – 89%	4.00
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.	

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.