

COURSE NAME: ECE111 Child Development

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will introduce students to the physical, intellectual, social & emotional development of children from conception to early childhood. The course will follow the chronological developmental milestones in childhood, focusing primarily on the sequence of typical development in children (birth to 6 years of age) and how typical development influences early learning programs.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- | | |
|--|---|
| 1.0 Understand the importance of child development. | 3.6 Identify the stages of birth. |
| 1.1 Explain why it is important to study child development. | 3.7 Examine the different styles of birth. |
| 1.2 Contrast historical accounts of child development to present day | 3.8 Understand the postpartum period. |
| 1.3 Define development. | 3.9 Relate the role of parents to the new infant. |
| 1.4 Examine major developmental milestones | 3.10 Identify the different reflexes of infants. |
| 2.0 Understand various theories of child development. | 3.11 Discuss brain development and its impact on other developmental domains |
| 2.1 Define major terms and concepts described by each theory of child development | 3.12 Identify various physical skills/milestones gained in early childhood |
| 2.2 Explain the relationship between theory and individual growth | 3.13 Examine how to support physical skills from birth - age 6 |
| 2.3 Examine one's own thought process concerning theories of development & ones own philosophy | 4.0 Apply the concepts of cognitive development of children from conception to Early Childhood. |
| 3.0 Apply the concepts of physical development of children from conception to Early Childhood. | 4.1 Understand cognitive development based on Piagetian theory. |
| 3.1 Identify the germinal period. | 4.2 Comprehend object permanence. |
| 3.2 Understand the fetal period. | 4.3 Understand the information-processing model of cognitive theory. |
| 3.3 Understand teratology and hazards of prenatal development. | 4.4 Examine the stages of language development |
| 3.4 Describe the three trimesters and preparation for childbirth. | 4.5 Relate language development to biological, behavioural and environmental influences. |
| 3.5 Understand the different cultural beliefs about pregnancy and prenatal development. | 4.6 Relate cognitive development knowledge to developmentally appropriate practices |
| | 5.0 Apply the concepts of socioemotional development of children from conception to |

Early Childhood.

- 5.1 Define secure and insecure attachment within the child/adult relationship
- 5.2 Examine strategies that support secure attachment relationships
- 5.3 Define temperament and how it relates to social development / relationships
- 5.4 Describe strategies to respond to children's individual needs

- 5.5 Examine early friendships in childhood
- 6.0 Explain how genetic, cultural and environmental factors affect development
 - 6.1 Describe the influences and effect of heredity and environment on development
 - 6.2 Discuss the impact of individual culture and family on development
 - 6.3 Compare theories of nature versus nurture

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

- 1. design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.
- 5. assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
- 7. identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
- 8. apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

- 1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
- 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
- 4. Apply a systematic approach to solve problems
- 5. Use a variety of thinking skills to anticipate and solve problems
- 6. Locate, select, organize, and document information using appropriate technology and information systems.
- 7. Analyse, evaluate, and apply relevant information from a variety of sources.
- 8. Show respect for the diverse opinions, values, belief systems, and contributions of others
- 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- 10. Manage the use of time and other resources to complete projects.
- 11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignment 25%
 Assignment 25%
 Midterm Exam 25%
 Final Exam 25%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Child Development Text from birth to adolescents

Recommended:

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Class Debates, Scenarios, Role Play, Group Activities

DELIVERY MODE

Lecture based

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.