

COURSE NAME: ECE111 Child Development I

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, cognitive, language, social and 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 biological, cultural, and environmental factors can influence development. Students will explore educational tools to help facilitate healthy growth and development in children.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

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:

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| <p>1.0 Understand the importance of child development.</p> <p>1.1 Explain the value in studying child development especially pertaining to the role of Early Childhood Education.</p> <p>1.2 Compare and contrast historical accounts of child development to present day.</p> <p>1.3 Define developmental terminology.</p> <p>1.4 Examine major developmental milestones.</p> <p>1.5 Explore educational tools utilize to understand and support child development (ELECT).</p> <p>1.6 Recognize developmental tools as guidelines in child development; and understand that children's developmental rates may vary.</p> <p>2.0 Understand various theories of child development.</p> <p>2.1 Define major terms and concepts described by each theory of child development.</p> <p>2.2 Explain the relationship between theory and individual growth.</p> | <p>2.3 Examine one's own thought process concerning theories of development and one's own educational philosophy.</p> <p>3.0 Apply the concepts of physical development of children from conception to early childhood.</p> <p>3.1 Identify the germinal period.</p> <p>3.2 Understand the fetal period.</p> <p>3.3 Understand teratology and hazards of prenatal development.</p> <p>3.4 Describe the three trimesters and preparation for childbirth.</p> <p>3.5 Explore various cultural beliefs surrounding pregnancy and prenatal development.</p> <p>3.6 Identify the stages of birth.</p> <p>3.7 Examine the different styles of birth.</p> <p>3.8 Understand the postpartum period.</p> <p>3.9 Relate the role of parents to the new infant.</p> <p>3.10 Identify the different reflexes of infants.</p> <p>3.11 Discuss brain development and its impact on other developmental domains.</p> <p>3.12 Identify various physical skills/milestones gained in early childhood.</p> |
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- 3.13 Examine how to support physical skills from birth - age 6.
- 4.0 Apply the concepts of cognitive development of children from conception to Early Childhood.
- 4.1 Describe cognitive development based on Piagetian theory.
- 4.2 Explain the concept of object permanence and how it develops.
- 4.3 Discuss the information-processing model of cognitive theory.
- 4.4 Examine the stages of language development.
- 4.5 Relate language development to biological, behavioural and environmental influences.
- 4.6 Relate cognitive development knowledge to developmentally appropriate practices.
- 5.0 Apply the concepts of social emotional development of children from conception to Early Childhood.
- 5.1 Define secure and insecure attachments 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 the development of social interactions and play 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.
- 7.0 Demonstrate the ability to meet course requirements and display professional skills required within the field of Early Childhood Education.
- 7.1 Consistently and punctually attend all classes as scheduled and review all online content.
- 7.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined.
- 7.3 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times.
- 7.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies.
- 7.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting.
- 7.6 Display the ability to work collaboratively and effectively with peer groups and professors both in class and online.
- 7.7 Review and adhere to policies as outlined by the Early Childhood Education program and Canadore College.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Early Childhood Education

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and

pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.

4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
5. Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
9. Create and engage in partnerships with families, communities, colleagues, inter-disciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of 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

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Testing 50%

Assignments 50%

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,
included in GPA

FS- Failure Supplemental

FR- Repeat course,
excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Recommended: Children: A Chronological Approach 6th Canadian Edition by Roert V. Kail and Theresa Zolner

Ontario Ministry of Education Documents:

Early Learning for Every Child Today

How Does Learning Happen?

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.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Discussions, scenarios, group work

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded

and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

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!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship

- Lunch & learn workshops on study skills, self-care, life skills
- Learning 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.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

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.