

Child Development 1

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
SCS-Early Childhood Education	--	ECE	1	1

Course Code: CHLD 1100	Course Equiv. Code(s): CHLD 2300, CHLD 2350, CHLD 2380
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Ralph Hofmann	Date: June 2023

Prepared by		
First Name	Last Name	Email
Conor	Bryant	Conor.Bryant@durhamcollege.ca

Course Description:

In this course, students explore major theoretical approaches, themes, and methods of studying child development. Students will examine factors that influence development from conception to two years of age. With knowledge and understanding of child development, students will be assisted in preparing developmentally appropriate programming and with guiding children's behaviour in field placement

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities.

In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Identify prominent theorists and describe the major theoretical approaches to the study of child development.
- CLO2 Define terminology related to the study of child development.
- CLO3 Describe research designs and methods within the study of child development.
- CLO4 Describe the influences of heredity and environment on development.
- CLO5 Outline typical development from conception to the preschool period, including major developmental milestones at each stage.
- CLO6 Explain typical development within the context of the physical, cognitive, and social and emotional domains of development.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- 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.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: Week 5: Theories Assignment	CLO1, CLO2	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	10
Test: Week 6: Test One	CLO1, CLO2	EES1, EES2, EES4, EES6, EES7, EES10, EES11	20
Assignment: Week 9: Milestones Assignment	CLO2, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	10
Test: Week 10: Test Two	CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	20
Assignment: Week 13: Brain Architecture Assignment	CLO2, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	20
Test: Week 14: Test Three	CLO2, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	20
Total			100%

Notes:

1. An interim mark will be determined for students to identify their academic progress. This mark will be based on the grade of the first test and assignment.
2. Tests: All tests are scheduled within class time and are closed-book. This means resources cannot be used while completing the tests. The tests may be comprised of multiple choice, true/false and/or short answer questions. Dictionaries and other aids are not permitted during tests. The tests will be retained by the professor.
3. Assignments: Details of the assignments will be shared in class. Attendance to class is required to complete the assignments where applicable.

Required Text(s) and Supplies:

1. Red River College. (n.d.). Science of early child development (Introductory edition plus child development primer.) [Online resource].

Note: Please purchase the above resource through the Durham College Campus Store.
<https://durham.bookware3000.ca/Search?data=88880050967>

Recommended Resources (purchase is optional):

1. About Kids Health Website
<https://www.aboutkidshealth.ca/>
2. APA Citation Style: Guide to Bibliographic Citation. (2020). Oshawa: Durham College - UOIT.
https://guides.library.durhamcollege.ca/ld.php?content_id=35474433
3. ECE Guide Library Site for Resources: <http://guides.library.durhamcollege.ca/education>

4. How Does Learning Happen? Ontario's Pedagogy for the Early Years
https://www.ontario.ca/page/how-does-learning-happen-ontarios-pedagogy-early-years?_ga=2.31956158.105524231.1620224814-1151089758.1620224814
5. Any current Canadian dictionary.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<p>General policies related to</p> <ul style="list-style-type: none"> + attendance + absence related to tests or assignment due dates + excused absences + writing tests and assignments + classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> • copying another person's work; • using unauthorized materials or resources during an evaluation; • obtaining unauthorized copies of evaluations in advance; • collaborating without permission; • colluding or providing unauthorized assistance; • falsifying academic documents or records; • misrepresenting academic credentials; • buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain; • bribing or attempting to bribe personnel; • impersonation; • submitting the same work in more than one course without authorization; • improper use of computer technology and the internet; • depriving others of academic resources; • misrepresenting reasons for special consideration of academic work; • plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement; • any unauthorized use of generative or other artificial intelligence. <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

Course Specific Policies and Expectations:

Course Policies

In addition to the information below, also refer to the current Early Childhood Education policy information in the Early Childhood Education: Program Guide.

Classroom Climate

In the classroom, as in life, interactions should be based on mutual respect. Arriving late and leaving early disrupts the teaching/learning process and is disrespectful of others. Although there is no formal grade deduction for non-attendance, regular attendance and participation might be taken into consideration when determining a final grade.

The use of technology during class is appropriate only when it relates to note-taking. Using laptops/digital devices for any other purpose will result in the loss of privileges. Similarly, the use of cell phones and/or personal digital devices during class is not permitted. Students who persist in using these devices will be asked to leave the classroom and not return until they have met with the professor outside of class time. Emergency use of cell phone technology may be discussed with the professor before each relevant class. Prior to the beginning of class or writing a test the student should turn off and put away their cell phone. If a cell phone is visible during a test/assignment it will be assumed that the student is cheating and the student will receive a zero on the test/assignment. The best strategy is to put the cell phone away: out of sight, out of mind.

Talking to peers during class creates a noisy environment that interferes with the teaching/learning process. Please be considerate of others. Persistent talking in class will result in a warning and subsequent request to leave. Your learning and that of your classmates requires full attention to the material and participation in the activities. All classroom activities are relevant to the achievement of your diploma.

During class discussions, we should avoid comments that may offend others based on their race, faith, gender, age, ability, appearance, lifestyle, sexual orientation and so on.

Absence for Tests or Assignments

If a student is to be absent on the day of a test or assignment due date, the student or a representative of the student must contact the professor by 8:00 am. If the professor is not available, send an email to the professor regarding the absence. Students who fail to contact the professor by this time will automatically receive a mark of zero (0) on the test or assignment. Students who present documentation for absence from class are still responsible for the course work, assignments and tests missed during their absence.

If a student wishes to write a missed test/assignment or to avoid late penalties for an overdue assignment, the student must have emailed the professor by 8:00 am and provide documentation to validate the date and nature of the absence. Documentation may take the form of a note from a doctor, dentist, auto mechanic, police officer, etc. depending on the circumstances surrounding the absence. This documentation must be given to the professor no later than one week following the student's return to school. Students who fail to provide appropriate documentation to support their absences, within the required time frame, will also forfeit the grade value of the missed test or assignment.

In cases of bereavement or other serious situations, please discuss the situation with the professor; the professor will inform you of the procedures to be followed.

If the professor is absent on the due date of an assignment, the assignment is still due on that day. Submit your assignment according to the professor's directions posted on DC Connect. If class is cancelled, the professor will provide instructions on DC Connect on how students can stay caught up with the class material. It is the student's responsibility to complete the required lesson to ensure continued success in the course.

Make up tests will occur on a Saturday in the Test Centre at mid-semester and end of semester or at a predetermined date, time, and classroom.

Grade Requests

Students are expected to keep track of their own marks using DC Connect. All marks are posted on DC Connect. Requests for information regarding marks will not be answered via email.

Late Arrival in Class

While the professor acknowledges that situations will arise which result in a student arriving late to a scheduled class, it is expected that the student will make a concerted effort to arrive on time. Late arrival will be permitted to regular classes as long as the student is polite and considerate of the professor's efforts to teach and the students' efforts to learn. Students who arrive late on the day of a test/assignment will not be given any additional time to complete the test/assignment. No student will be allowed to enter the classroom after the first student to complete the test/assignment leaves the room.

Academic Integrity

Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared work with or copied from another student, all students involved will receive a mark of zero (0) for the assignment or test. Details of the incident will be forwarded to the School of Health & Community Services. The associate dean will then determine if further action is necessary. Work that follows too closely the words of cited material or follows too closely the work of another student will be considered plagiarized and will be assigned a mark of zero. If students have questions about which material should be referenced or the format they are required to use, they are encouraged to consult with the professor before submitting the assignment. Academic policies can be found on MyCampus.

Attendance and Student Success

Students are expected to read assigned material and complete assigned activities on time and come prepared to raise questions, offer comments, and in general, deal with the material. Assigned material serves as a background for topics discussed in class. The learning plan lays out the assigned reading for each class. Students will be more prepared to learn if they come to class having read the textbook chapters to be discussed in class. The PowerPoint presentations (PPT) will be made available on DC Connect and students are encouraged to print the PPT in handout form so they can take notes in class.

What takes place in class is private. Information shared is privileged. This means students are not to discuss with people outside the class any specific comments and behaviours of members of the class. Of course, students may share material discussed in class, as well as their reactions, insights and so on.

Students are expected to attend class, tests, and presentations. Students are expected to be punctual and to actively participate in class discussions, activities and exercises. Attendance has been shown to be the best predictor of student success. This subject is designed to build on skills previously learned and applied in class; a student missing topics will be less able to complete subsequent assignments. If a student is absent from class, it is the student's responsibility to learn what was missed prior to the next class.

Students are responsible for knowing all course requirements and instructions given in class. Students are encouraged to find a "study buddy" who is willing to pick up handouts and notes and to explain any instructions and information shared in class with the absent classmate. The student who has missed the class is urged to contact the professor immediately if any of this information is unclear.

It is the student's responsibility to keep the professor informed about any circumstances which may be interfering with the student's success in the subject. The professor cannot provide support and assistance if the professor is not aware that a problem exists. Students can email the professor and arrangements can be made for the professor and the student to meet and work "together" to resolve any issues or challenges.

The professor's preferred method of communication is email and in person during class.

Submission of Assignments

Assignments completed during class are due at the time announced in class the day of the assignment.

Assignments completed outside of class time are due at the beginning of class on the established due date. Any assignment received after the instructor has asked if all the assignments have been submitted will be considered late and a late penalty will apply. Ten percent (10%) of the total value of the assignment will be deducted each day the assignment is late. It is the responsibility of the student to get all assignments in on time and to submit them directly to the professor. If the deadline is not met, it is also the student's responsibility to contact the professor and to arrange for a time when the professor will be available to accept the assignment. A mark of zero will be assigned to assignments submitted 10 days or more after a due date.

No electronic submission of assignments is permitted unless the professor has granted permission via email. This means assignments should be submitted in hard copy to the professor, not in email nor electronic copy via DC Connect.

Extensions may be available for assignments if the extension is negotiated with the professor before the due date. The student can make this request via email or meet with the professor in person at a mutually agreed upon time to discuss the request.

It is the student's responsibility to keep a copy of each assignment that is submitted.

The professor will distribute evaluation sheets (rubrics) for assignments in class. Assignments should be stapled with the evaluation sheet securely attached to the assignment. Assignments submitted without an evaluation record or not stapled will be subject to a penalty deduction of 10% each.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	In Class	
1	Course Learning Outcomes				
	CLO2				
	Essential Employability Skills				
	Taught:		EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	
				EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics				
	College Survival Skills -orientation activities				
Intended Learning Activities					
In-class activities PowerPoint Presentation					
Resources and References					
ECE Program Guide					
Evaluation					

Week/ Module	Hours:	3	Delivery:	In Class
2	Course Learning Outcomes			
	CLO1, CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	Review the Course Outline - Examine the learning outcomes and their relevance to the program learning outcomes - Review evaluation criteria, course expectations, policies Introduction to the study of child development			
	Intended Learning Activities			
Review Course Outline PowerPoint Presentation Virtual tour of SECD resource				
Resources and References				
Course Outline Science of Early Child Development (SECD) - Child Development (CD) Primer #1 Focus on child development				
Evaluation				
Week/ Module	Hours:	3	Delivery:	In Class
3	Course Learning Outcomes			
	CLO1, CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	Identify the theorists and their theories of child development Describe the following theoretical perspectives in the study of child development: psychoanalytic, behaviourism and social learning theories			
	Intended Learning Activities			
In-class activities PowerPoint Presentation Video clips				
Resources and References				
SECD - CD Primer #2 Theories of development				
Evaluation				

Week/ Module	Hours:	3	Delivery:	In Class
4	Course Learning Outcomes			
	CLO1, CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	Identify the theorists and their theories of child development Describe the following theoretical perspectives in the study of child development: cognitive, ethology, and ecological theory Discuss Theories Assignment			
	Intended Learning Activities			
In-class activities PowerPoint Presentation Video clips				
Resources and References				
SECD - CD Primer #2 Theories of development				
Evaluation				
<hr/>				
Week/ Module	Hours:	3	Delivery:	In Class
5	Course Learning Outcomes			
	CLO2, CLO3, CLO6			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	Describe research methods and designs in the study of child development Describe and identify of the domains of development			
	Intended Learning Activities			
In-class activities PowerPoint Presentation				
Resources and References				
SECD - CD Primer #3 Studying child development and #4 Domains of development				
Evaluation				
Assignment: Week 5: Theories Assignment			Weighting	10

Week/ Module	Hours:	3	Delivery:	In Class
6	Course Learning Outcomes			
	CLO1, CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	Test 1: SECD - CD Primer #1 Focus on child development and #2 Theories of development			
	Intended Learning Activities			
Test One (SECD - CD Primer #1 Focus on child development and #2 Theories of development)				
Resources and References				
N/A				
Evaluation		Weighting		
Test: Week 6: Test One		20		
Week/ Module	Hours:	3	Delivery:	In Class
7	Course Learning Outcomes			
	CLO1, CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics			
	Identify developmental milestones within each domain for ages birth to 2 years Describe patterns of attachment and the developmental process of attachment Define infant mental health (IMH) Discuss how to promote infant mental health			
	Intended Learning Activities			
PowerPoint Presentation				
Resources and References				
SECD - CD Primer #5 Developmental milestones and #2 Theories of development Infant and Early Mental Health Promotion resources/handouts				
Evaluation				

Week/ Module	Hours:	3	Delivery:	In Class
8	Course Learning Outcomes CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Identify the developmental milestones within each domain for ages birth to 2 years Utilize the developmental checklists Looksee from Nipissing district developmental screen for ages birth to 2 years Discuss Milestones Assignment			
	Intended Learning Activities PowerPoint Presentation			
	Resources and References Looksee - Nipissing district developmental screen			
	Evaluation			
Week/ Module	Hours:	3	Delivery:	In Class
9	Course Learning Outcomes CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Brain Development - Overview - Discuss factors that influence brain development - Describe how heredity influences development - Describe the stages of prenatal development - Describe the study of epigenetics - Identify a nerve cell, its major parts, and describe how it functions - Identify the location of brain structures and describe their functions			
	Intended Learning Activities PowerPoint Presentation			
	Resources and References SECD - Introductory Ed - Brain Development - Overview About Kids Health website			
	Evaluation Assignment: Week 9: Milestones Assignment			Weighting 10

Week/ Module	Hours:	3	Delivery:	In Class
10	Course Learning Outcomes CLO2, CLO3, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Test 2: SECD - CD Primer #3 Studying child development, #4 Domains of development, #5 Developmental milestones, and #2 Theories of development			
	Intended Learning Activities Test Two (SECD - CD Primer #3 Studying child development, #4 Domains of development, #5 Developmental milestones, #2 Theories of development)			
	Resources and References N/A			
	Evaluation Test: Week 10: Test Two			Weighting 20
Week/ Module	Hours:	3	Delivery:	In Class
11	Course Learning Outcomes CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Brain Development - Overview and Research - Describe experience-based brain development - Explain why the nature and nurture controversy is over - Describe the term sensitive periods - Describe serve and return and explain its importance on early brain development - Describe types of stress and how they impact development - Discuss the effects of child abuse in the development of attachment Discuss what is meant by the phrase "Duty to Report"			
	Intended Learning Activities PowerPoint Presentation			
	Resources and References SECD - Introductory Ed - Brain Development - Overview and Research			
	Evaluation			

Week/ Module	Hours:	3	Delivery:	In Class
12	Course Learning Outcomes CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Brain Development - Research and Links to Practice - Discuss infants' early memory abilities - Describe multi-sensory experiences that support brain development, language development, and build relationships - Describe the impact of teratogens on development - Explain how caregivers can use observation to provide sensitive and responsive care			
	Intended Learning Activities PowerPoint Presentation			
	Resources and References SECD - Introductory Ed - Brain Development - Research and Links to Practice About Kids Health website			
	Evaluation			
Week/ Module	Hours:	3	Delivery:	In Class
13	Course Learning Outcomes CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Brain Architecture Assignment			
	Intended Learning Activities Brain Architecture Assignment			
	Resources and References N/A			
	Evaluation Assignment: Week 13: Brain Architecture Assignment			Weighting 20

Week/ Module	Hours:	3	Delivery:	In Class
14	Course Learning Outcomes			
	CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:		Practiced:	
			EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	
	Intended Learning Objectives/Topics			
	Test: Week 14: Test 3 (SECD - Introductory Ed - Brain Development - Overview, Research, Links to Practice, teratogens)			
Intended Learning Activities				
Test Three (SECD - Introductory Ed - Brain Development - Overview, Research, Links to Practice, teratogens)				
Resources and References				
N/A				
Evaluation			Weighting	
Test: Week 14: Test Three			20	

This course supports the following program(s) and program learning outcomes.

ECE: 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.