

Course Outline

Course Title:	Child Development I	Approval Date:	2025/8/28
Course Number:	EDUC131	Academic Year:	2025
Course Hours:	45 hours		
Academic School:	Health and Community Services		

Program Co-ordinator or Equivalent:	Tanya Pye - Tanya.Pye@flemingcollege.ca
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Course Description

This course will provide the student with an understanding of the accepted theoretical approaches to early childhood development and the current themes that influence and drive child development research today. Students will gain knowledge of normal patterns of growth and development from conception through middle childhood (0-6 years of age). As a result, this course will prepare students with the foundational knowledge required to document, plan, implement and assess developmentally appropriate learning strategies for young children.

Prerequisites: None.

Corequisites: None.

Course Delivery Type

Face to face.

All course hours are delivered in person at the delivery location specified on the academic timetable.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify theories/theorists/themes of child development that influence pedagogical approaches in early learning.
2. Support healthy social, emotional, physical, cognitive and language development in children.
3. Identify and show value in the variations that occur in children's development, abilities and interests.
4. Use the power of play as a lens to understand and extend learning and development.

5. Discuss the professional duty that early childhood educators have to develop and nurture caring, responsive and respectful relationships/partnerships with families and support families through the sharing of knowledge and community resources.
6. Communicate professionally both verbally, and in written documentation.

Kindly note, EDUC131 is offered with two different deliveries - this outline was designed to support the Direct Entry, face to face delivery. In an effort to meet students where they are at, students registered in the online ECD Advanced standing diploma option should expect some variation delivery of content/assessments from the face to face program. Faculty teaching will provide a clear learning plan and assessment expectations in the first class and these expectations will be available on the D2L course page. Course learning outcomes, as identified in this outline will remain the same with both deliveries.

Learning Resources

- 1) Kail,R & Zolner,T. (2018) *Children: A chronological approach* (6th edition)Toronto, ON: Pearson Canada Inc. (loose leaf or e-text)
- 2) Excerpts from the "ELECT" Foundatiional Knowledge from the 2007 publication of Early Learning for the Every Child Today: A framework for Ontario Early Childhood Settings (2014) Ministry of Education www.ontario.ca/edu
- 3) How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014), Mininstry of Education www.ontario.ca/edu
- 4) Think, Feel, Act Lessons in Research about Young Children (2014) Ministry of Education www.ontario.ca/edu
- 5) Child Development Practice Note (2022) College of Early Childhood Educators <https://www.college-ece.ca>

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
In-class activities	30%
Assignments	40%
Tests	30%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term: 2025 Fall

Program Co-ordinator or Equivalent: Tanya Pye - Tanya.Pye@flemingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	Introduction to EDUC131 and assessments Professional knowledge and responsibilities to work with families to support holistic development and well being through play based pedagogy. Foundational documents, scope of practice, the five domains of development Assigned readings~professional documents and resources.	2,3, 5,	
Week 2	Child Development: Theories, Themes and Research Hands on~Exploring unstructured materials to support holistic development through play. Introduction of the five domains of development and the four foundations of How Does Learning Happen? (Ontario Ministry of Education, 2014) Assigned readings~textbook and professional documents and resources.	1,5,6	In-class applied learning and assessment Due in class 5%
Week 3	Physical Development the Early Years (Infant/Toddler) Physical growth, nutrition, motor development, locomotion, brain development, Using video recordings of children (0 to 18 months) to describe features of physical development and motor skills. Discussing how educator practice and the environment can support the development of fine and gross motor skills. Assigned readings ~ textbook	2,3,4,5,6	In-class applied learning and assessment Due in class 5%

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 4	Physical Development the Early Years (Preschool/Kindergarten) Physical growth, nutrition, motor development, risky play, brain development. Using video recordings of children (18 months to 6 years) to describe features of physical development and motor skills. Discussing how educator practice and the environment can support the development of fine and gross motor skills. Assigned readings~textbook	2,3,4,5,6	
Week 5	Cognitive development (Infant/toddler) Study of Piaget's theories, object permanence, schemas, memory and information processing theory. Using loose parts to explore how these unstructured materials can support schematic play and support cognitive development. Assigned readings~textbook and resources.	1,2,3,4,6	Assignment #1: Supporting Physical development in the Early Years (Infant/toddler).
Week 6	Cognitive Development in the Early Years with a focus on STEAM (Preschool/Kindergarten) Hands on~Supporting early mathematical explorations in play. Students will consider how children explore the five strands of mathematics in materials typically found in early learning environments. Students will also explore how children might explore mathematical concepts in outdoor, natural environments. Discussion on how educator practice can influence children's cognitive development. Assigned readings~textbook and resources.	12,3,4,6	In class-applied learning and assessment Due in class 5%
Week 7	In Class Mid Term Exam (assessing content from Week 1-6)	1,2,3,4,5,6	In Class Mid Term Exam
Week 8	No class~Independent Study Week		
9	Social Emotional Development in the Early Years (Infant/ Toddler) Attachment theory with a focus on the importance of secure attachment and caregiver/child relationships. What influences the quality of early attachment and how can early childhood educators support secure attachment? Using videos to observe and describe infant /toddler (0 to 18 months) emotional development. Assigned readings~textbook and professional documents and resources.	2,3,5,6	

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 10	Social Emotional Development in the Early Years (Preschool/Kindergarten) Self identity, self concept, self esteem. Using videos to observe and describe preschool (3 to 6 years of age) social and emotional development. Discussion on how educators can support this development. Assigned readings~textbook and professional documents and resources.	2,3,4,6	Assignment #2: Researching and studying contemporary issues (hot topics) that influence children's development. How can educator practice, partnering with families and play based pedagogy support holistic development and overall well being? In class-applied learning and assessment Due in class 5%
Week 11	Communication, Language and Literacy in the Early Years (Infant/toddler). Supporting early communication through responsive practices (serve and return, sharing books as examples). Referential and expressive style language. Students will explore a variety of picture books for infants and toddlers and describe features that support communication, language and literacy development. Assigned readings~textbook and professional documents and resources.	2,3,4,6	In class-applied learning and assessment Due in class 5%
Week 12	Communication, Language and Literacy in the Early Years (Preschool/Kindergarten) Learning how to be an effective communicator. Hands on~Creating play based environments that support holistic development. Students will consider how intentionally designed play based environments support communication, language and literacy development. Assigned readings~textbook and professional documents	2,3,4,6	In-class applied learning and assessment Due in class 5%
Week 13	Putting it all together, 'hot' topics in the early years, distracted parenting, screen time, mental health, risky play, social media, climate crisis. Discussion~How can educator practice, partnering with families and play based pedagogy support holistic development and overall well being? Sharing research from Assignment 2 Final test review	1,6	In-class applied learning and assessment Due in class 5%
Week 14	In person~Final Exam in class	1,2,3,4,5,6	Final Exam in class. 15%

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 15	Preparing for Semester 02~ Review of Course content Partnering with families...living in to the foundations of HDLH? (2014) together. Preparing for practice~Using photographs to describe development and skills.	4,5	In class-applied learning and assessment Due in class 5%

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
In-class applied learning and assessment. 5% each. Top 6/8 grades kept.	Week 2, 3, 6, 10, 11, 12, 13, 15	1,2,3,4,5,6	30%
Assignment #1: Supporting Physical development in the Early Years (Infant/toddler).	Week 5	2,3,4,5,6	15%
MID-TERM EXAM	Week 7	1,2,3,4,5,6	15%
Assignment #2: Researching and studying contemporary issues (hot topics) that influence children's development. How can educator practice, partnering with families and play based pedagogy support holistic development and overall well being?	Week 10	1,2,3	25%
Final Exam in class.	Week 14	1,2,3,4,5,6	15%

While there are no specific grades for attendance in this class, it should be noted that in the EC Face to Face delivery, 60% of the assessments in this class are acquired in class via In Class Engagement Activities, Presentations, Tests thus attendance is strongly recommended to achieve academic success. As per the Class Operating Procedures, there are no 'make up assignments' or 'credit recovery' options for students who are not present for the assessment unless documentation is provided and approved by faculty in advance.

All assignments are due on the assigned due dates and times in the D2L drop box folder provided OR at the beginning of class as instructed. Emailed assignments will not be accepted (without prior approval from the faculty of this course). Students should keep "back up" all their assignments until the final grade has been assigned.

All assessments (assignments, online simulations, reading assignments, tests etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided as per the Class Absence Operating Procedure (2-205). The procedure can be found at <https://mycampus.flemingcollege.ca/group/portal/resources>

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

Artificial Intelligence (AI) Statement

NO USE. Use of generative AI tools (like ChatGPT) is not permitted in this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201E](#) (<https://department.flemingcollege.ca/hr/attachment/10233/download>)

Exemption Contact

ECE Program Coordinator, Tanya Pye

tanya.pye@flemingcollege.ca

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

This course is offered with two different deliveries this semester. The EC program is face to face, the ECD program is online. Transferring between the two is not permitted without approval from the Program Coordinator/Academic Chair.

EC Face to Face Delivery Program: While there are no specific grades for attendance in this class, it should be noted that 60% of the assessments in this class are acquired in class via In Class Engagement Activities, Presentations, Tests thus attendance is strongly recommended to achieve academic success. As per the Class Operating Procedures, there are no 'make up assignments' or 'credit recovery' options for students who are not present for the assessment unless documentation is provided and approved by faculty in advance.

ECD Online Delivery Advanced Standing Program: Attendance in synchronous classes is strongly recommended to support student success. However given the unique nature of the program and the context of the students registered, the Class Operating Procedures are different. While there are still no 'make up assignments' or 'credit recovery', opportunities to complete In Class Engagement Activities, Presentations and Tests outside of scheduled class time may be provided for students registered in this delivery model. Clear instructions on this will be provided by faculty teaching at the beginning of the semester and will be shared on the D2L course page. Any questions can be directed to the faculty teaching.

1. Assignments/quizzes:

Assignments/quizzes will be marked and mark earned will be returned to the student within two weeks of writing. The mark achieved will be recorded in D2L.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes (returned is defined as when the evaluation rubric or assignment has been returned in class and/or the grade posted on D2L.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format

(e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis.

2. LATE POLICIES

DUE DATES: All assignments are due on the assigned due dates and times in the D2L drop box folder provided OR at the beginning of class as instructed, unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days. All Mandatory Components of this course must be completed (Revel Reading, Midterm and Final Q&A papers). Accommodations may be considered on an individual basis for late mandatory assignments accepted up to and including Week 15, however late penalties will apply.

STUDENT LATENESS: Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.

3. ATTENDANCE

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom.

This course will focus on applied learning in the classroom, which will support student understanding. Attendance is highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials, posted to D2L and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

4. FINAL GRADES

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

5. OTHER

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Learning Support Services or the professor. The use of ear buds connected to a source of music is similarly prohibited during class. Lap tops may be utilized for the purposes of note taking only and should not be disruptive..The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have the responsibility to support academic honesty and integrity. Please see Section 6 of the Academic Regulations (2-201) for policy surrounding Academic Integrity. This document can be found on the student portal in the resources section <https://mycampus.flemingcollege.ca/group/portal/resources/academicregulationspolicy>

Students and faculty are expected interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.

The following resources are available for free downloading. Kindly see links:

- Excerpts from the "ELECT" Foundational Knowledge from the 2007 publication of Early Learning for the Every Child Today: A framework for Ontario Early Childhood Settings (2014) Ministry of Education www.ontario.ca/edu

- How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014), Ministry of Education www.ontario.ca/edu

-Think, Feel, Act Lessons in Research about Young Children (2014) Ministry of Education www.ontario.ca/edu

-Child Development Practice Note (2022) College of Early Childhood Educators <https://www.college-ece.ca>