



DEPARTMENT OF HUMAN SERVICES

DISTANCE COURSE OUTLINE – 2012/2013 ACADEMIC YEAR

CD 1000 Child Development I- 3(3-0-0) 45 HOURS

INSTRUCTOR: Varies – student notified upon registration. **PHONE:** [Click here to enter text.](#)
OFFICE: [Click here to enter text.](#) **E-MAIL:** [Click here to enter text.](#)
OFFICE HOURS:

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Kail, Robert V. & Zolner, T. (2012). *Children A chronological approach, (3rd Canadian ed.)*. Toronto, ON: Pearson Education Canada.

CALENDAR DESCRIPTION: This is an introductory course providing insight into children’s development from conception to age two. This course provides an overview of principals, domains, and major theories of children’s development. Students will learn about the environmental and hereditary influences on development during the prenatal and neonatal stages, as well as during infancy and toddlerhood. The relationship between theory and practice in infant-toddler programs is also examined.

CREDIT/CONTACT HOURS: 3 credits (45 hours)

DELIVERY MODE(S): Online Distance Delivery

OBJECTIVES: On completion of this course the student will be able to:

1. Describe the term child development, some principles of human development, and how knowledge of these assists practitioners in their work with young children.
2. Discuss child development from the following theoretical perspectives: biological, psychodynamic, learning, cognitive-developmental, and contextual.

3. Describe the stages of prenatal development as well as typical growth at each stage and explain how genetic and environmental factors interact to influence the development of the unborn child.
4. Identify major milestones in the physical growth and development of children from 0-2 years of age, with particular emphasis on brain development, as well as factors and strategies that may influence physical development.
5. Describe the cognitive development of children from 0-2 years of age and factors which may influence this development.
6. Describe the psychosocial development of children from 0-2 years of age and factors which may influence this development.

TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below

GRADING CRITERIA:

A final grade of C- must be obtained to pass this course. Final grades are based on the following 4-point system:

Alpha Grade	4-point Equivalence	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

Please check Distance Student Handbook for withdrawal dates.

EVALUATION:

Learning Activities:	15%
Unit I Assignment:	No assignment
Unit II Assignment:	20%
Unit III Assignment:	15%
Unit IV Assignment:	20%
Unit V Assignment:	15%
Unit VI Assignment:	15%

STUDENT RESPONSIBILITIES: It is the right of the student and course tutor to experience a favorable learning/teaching experience. It is the responsibility of the student and of the tutor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and respect. The student must be familiar with the Distance Education Student Handbook and the student rights and responsibilities outlined in the College calendar. The student is responsible for contacting the course tutor on the designated days and times identified by the tutor, as well, as meet course work deadlines and completion timelines.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE

Students are given a start and end date for this course which must be completed within a five (5) month period. Under special circumstances students may be given up to a one month extension if they have completed 50% of the course work. Tutors have the right to set specific assignment deadlines.

“To be recognized for educational excellence in the fields of early learning & child care and educational assistant training.”