



ECED 201 - Childhood Development 1: Growth and Development

Description

This course uses a whole-child approach to introduce students to the overall development of children. This approach addresses a child's cognitive, social, emotional, physical and mental growth. Atypical development will also be discussed. Students will explore key theories and principles of child development. Creating a healthy, safe and engaging learning environment that supports the development of essential life skills and growth toward the child's full potential will also be addressed. Learners will explore key theories and child development principles. Child development is viewed through multiple perspectives, including multicultural, indigenous and neuro-divergent.

3 Credits

Time Guidelines

The standard instructional time for this course is 45 hours.

Course Assessment

Assignments	50%
Mid-Term Exam	20%
Final Exam	30%

Total:	100%
--------	------

Other Course Information

The School of Health and Public Safety (HPS) expects that students familiarize themselves with policies, procedures, and guidelines that are applicable to SAIT, HPS, and their program of study. All students should explore institutional, school, and program-specific information on sait.ca in order to ensure they are informed with regards to relevant policies, procedures, and guidelines.

School of Health and Public Safety Attendance Guideline:

The School of Health and Public Safety (HPS) has expectations, consequences, and processes for excused and unexcused absences. The entire Attendance Guideline may be found on the HPS program orientation requirements resources website. This document is located under the General Resources section found on your Program page. **Students are expected to review the entire Attendance Guideline.** Students should also take note of the attendance expectations shown below.

Attendance Expectations:

Students in the School of Health and Public Safety are expected to achieve 100% attendance for scheduled classes, and to participate in all learning activities. There is a positive correlation between attendance, participation, and grades. Attendance is required to achieve the necessary knowledge, skills, and abilities while attending both SAIT and workplace-integrated learning experiences, in order to become a successful, well-rounded, and job-ready Allied Health graduate. Failure to keep up with course work and/or repetitive and cumulative absences will result in a formal review of a student's

progress.

Course Learning Outcomes

1. Explain key developmental theories from childhood through adolescence.

Objectives:

- 1.1 Discuss the key concepts of childhood development theories.
- 1.2 Identify key theorists in the field of childhood development.
- 1.3 Compare childhood development theories.
- 1.4 Apply development theories to child interactions.

2. Explain the purpose of observation in early childhood development.

Objectives:

- 2.1 Describe the different types of observation methods used in early childhood education.
- 2.2 Demonstrate observation methods.
- 2.3 Discuss the connection between observation and child development theories.
- 2.4 Explain how the information from an observation can be used to inform practice.

3. Explain the importance of pre-natal development on child wellness.

Objectives:

- 3.1 Identify the stages of pre-natal development.
- 3.2 Discuss what occurs during each stage of pre-natal development.
- 3.3 Discuss the effects of environmental factors on pre-natal development.
- 3.4 Explain protective factors in pre-natal development.

4. Explain the holistic development of children.

Objectives:

- 4.1 Describe the concept of 'the whole child'.
- 4.2 Discuss the importance of nurturing the whole child.
- 4.3 Explain key developmental domains of child development.
- 4.4 Explain the ages and stages of child development in the developmental domains.
- 4.5 Discuss how developmental domains work together to develop the whole child.
- 4.6 Discuss multicultural approaches in child development.

5. Explain types of atypical development.

Objectives:

- 5.1 Define 'atypical development'.
- 5.2 Discuss factors that could result in atypical development.
- 5.3 Explain the importance of early intervention in atypical development.
- 5.4 Discuss behaviour strategies in children with atypical development.

SAIT Policies and Procedures:

For information on the SAIT Grading Scale, please visit policy AC 3.1.1 Grading Progression Procedure, found on the SAIT Academic Policies and Procedures page: <https://www.sait.ca/about-sait/administration/policies-and-procedures>

For information on SAIT Academic Policies, please visit: www.sait.ca/about-sait/administration/policies-and-procedures/academic-student

Copyright 2015 - 2024, Southern Alberta Institute of Technology (SAIT). All Rights Reserved.

This document and materials herein are protected by applicable intellectual property laws. Unauthorized reproduction and distribution of this publication in whole or part is prohibited.
