DURHAM COLLEGE
SUCCESS MATTERS

School of Health & Community Services

Child Development 1

2020-21 Academic Year

Program	Year	Semester
HCS-Early Childhood Education Diploma	1	1

Course Code:	CHLD 2300	**Course Equiv. Code(s):**	CHLD 2350, CHLD 2380
Course Hours:	42	**Course GPA Weighting:**	3
Prerequisite:	N/A		
Corequisite:	N/A		
Laptop Course:	**Yes** [ ] **No** [X]		
Delivery Mode(s):	**In class** [X] **Online** [ ] **Hybrid** [ ] **Correspondence** [ ]		

Pandemic remote teaching delivery mode	[ ]	**Fully asynchronous**	[X]	**Combined asynchronous and synchronous**
Remote proctoring required	**Yes** [ ]	**No** [X]		
Authorized by (Dean or Director):	Judeline Innocent	**Date:**	July 2020	

Prepared by		
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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.

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 [X] **No** [ ]

PLAR Assessment (if eligible):

- [ ] Assignment
- [X] 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, methods, and ethical concerns within the study of child development.
CLO4	Describe the influences of heredity and environment on development.
CLO5	Describe the birthing process and possible complications that may exist.
CLO6	Outline typical development from conception to the preschool period, including major developmental milestones at each stage.
CLO7	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:

- [X] 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.
- [X] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- [ ] EES 3. Execute mathematical operations accurately.
- [X] EES 4. Apply a systematic approach to solve problems.
- [X] EES 5. Use a variety of thinking skills to anticipate and solve problems.
- [X] EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- [X] EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- [X] EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- [X] EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- [X] EES 10. Manage the use of time and other resources to complete projects.
- [X] 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
Test: Week 5: Test 1 (Chapter 1 and SECD)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	15
Test: Week 7: Test 2 (Chapters 2 & 3 and SECD)	CLO2, CLO4, CLO6	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	25
Assignment: Week 9: In-Class Assignment (SECD)	CLO2, CLO4, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	10
Test: Week 10: Test 3 (Chapters 4 & 5 and SECD)	CLO2, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	25
Test: Week 14: Test 4 (Chapters 6 & 7, Infant Mental Health, and SECD)	CLO1, CLO2, CLO4, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	25
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.
2. Tests: All tests are scheduled within class time and are closed-book. The tests may be comprised of multiple choice and short answer questions. To prepare for the tests, students should study the chapters in the textbook, Voyages in Development and their class notes including PowerPoint presentations, videos, class discussions, use of the SECD, etc. The textbook website offers study aids to assist with test preparation. Dictionaries and other aids are not permitted during tests. The tests will be retained by the professor.
3. In-Class Assignment: Details of the assignment will be shared in class. Attendance to class is required to complete the assignment.

Required Text(s) and Supplies:

1. Rathus, S. A., & Rinaldi, C. M. (2015). Voyages in development (2nd Canadian ed.). Toronto, ON: Nelson.

2. Important Notes:
   The textbook, Voyages in Development, comes with a Student Access Code Card. Be sure to keep this card for free access to the electronic resources on the Nelson website.

3. Red River College. (n.d.). Science of early child development (Child Development Primer) [Online resource]. http://www.scienceofecd.com/

4. Red River College. (n.d.). Science of early child development (Introductory ed.) [Online resource]. http://www.scienceofecd.com/

Recommended Resources (purchase is optional):

1. APA Citation Style: Guide to Bibliographic Citation. (2015). Oshawa: Durham College - UOIT. http://guides.library.durhamcollege.ca/ld.php?content_id=12795278

2. ECE Guide Library Site for Resources: http://guides.library.durhamcollege.ca/education
3. How Does Learning Happen? Ontario's Pedagogy for the Early Years
   Available online at http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf
4. Any current Canadian dictionary.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology + Academic Policies + Academic Honesty + Student Code of Conduct + Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	+ 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 MyCampus http://www.durhamcollege.ca/mycampus/

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.

Wk.	Hours: 3 Delivery: In Class
1	**Course Learning Outcomes** CLO1
	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 College Survival Skills: How to be successful in Child Development 1
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References ECE Program Guide
	Evaluation

Wk.	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 Review the Course Outline - Examine the learning outcomes and their relevance to the program learning outcomes - Review evaluation criteria, course expectations, policies, and code of conduct Introduction to the study of child development		
	Intended Learning Activities Review Course Outline PowerPoint Presentation In-class activities		
	Resources and References Course Outline Voyages - Chapter 1 - History, Theories, and Methods Science of Early Child Development (SECD)		
	Evaluation		

Wk.	Hours: 3	Delivery: In Class	
3	**Course Learning Outcomes** CLO1, CLO2		
	Essential Employability Skills **Taught:**	**Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	
	Intended Learning Objectives Identify the theorists and their theories of child development Describe the following theoretical perspectives in the study of child development: psychoanalytic, learning, cognitive, and biological theories		
	Intended Learning Activities In-class activities PowerPoint Presentation		
	Resources and References Voyages - Chapter 1 - History, Theories, and Methods Science of Early Child Development (SECD)		
	Evaluation		

Wk.	Hours: 3 Delivery: In Class
4	**Course Learning Outcomes** CLO1, CLO2, CLO3
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Identify the theorists and their theories of child development Describe the following theoretical perspectives in the study of child development: ecological, and sociocultural theories Describe the themes within developmental research Describe how researchers measure children's development Describe research designs and common methods for studying child development Describe the ethical considerations researchers must consider
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References Voyages - Chapter 1 - History, Theories, and Methods Science of Early Child Development (SECD)
	Evaluation

Wk.	Hours: 3 Delivery: In Class
5	**Course Learning Outcomes** CLO2, CLO4, CLO6
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Describe the how heredity and genetic disorders influence development Describe prenatal testing methods Describe how heredity and environment influence development Describe the process of conception
	Intended Learning Activities In-class activities PowerPoint Presentation
	Resources and References Voyages - Chapter 2 - Heredity and Conception Science of Early Child Development (SECD)
	Evaluation **Weighting** Test: Week 5: Test 1 (Chapter 1 and SECD) 15

Wk.	Hours: 3 Delivery: In Class
6	**Course Learning Outcomes** CLO2, CLO4, CLO6
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Describe the developmental processes that occur from conception to birth Describe the environmental influences that affect prenatal development Describe how teratogens affect prenatal development
	Intended Learning Activities In-class activities PowerPoint Presentation
	Resources and References Voyages - Chapter 3 - Prenatal Development Science of Early Child Development (SECD)
	Evaluation

Wk.	Hours: 3 Delivery: In Class
7	**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 Describe the stages of childbirth, birth problems, and the postpartum period Describe how newborn health is assessed, the newborn's sensory capabilities, the newborn's activity, and sudden infant death syndrome
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References Voyages - Chapter 4 - Birth and the Newborn Baby Science of Early Child Development (SECD)
	Evaluation **Weighting** Test: Week 7: Test 2 (Chapters 2 & 3 and SECD) 25

Wk.	Hours: 3 Delivery: In Class
8	**Course Learning Outcomes** CLO2, CLO4, CLO6, CLO7
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Outline the sequence of physical development and nutritional needs of infants Identify a nerve cell, its major parts, and describe how it functions Discuss development of the brain and nervous system Describe motor development and the sensory and perceptual processes of infants
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References Voyages - Chapter 5 - Infancy: Physical Development Science of Early Child Development (SECD)
	Evaluation

Wk.	Hours: 3 Delivery: In Class
9	**Course Learning Outcomes** CLO2, CLO4, CLO6, CLO7
	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 Discuss how environment impacts brain development
	Intended Learning Activities In-class activities Video clips
	Resources and References Voyages - Chapter 5 - Infancy: Physical Development Science of Early Child Development (SECD)
	Evaluation **Weighting** Assignment: Week 9: In-Class Assignment (SECD) 10

Wk.	Hours: 3 Delivery: In Class
10	**Course Learning Outcomes** CLO1, CLO2, CLO4, CLO6, CLO7
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Outline and describe Piaget's Cognitive Developmental theory Explain how thinking becomes more advanced as infants progress through the six substages of the sensorimotor stage State some criticisms of Piaget's account of cognitive processes in infants and toddlers
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References Voyages - Chapter 6 - Infancy: Cognitive Development Science of Early Child Development (SECD)
	Evaluation **Weighting** Test: Week 10: Test 3 (Chapters 4 & 5 and SECD) 25
Wk.	**Hours:** 3 **Delivery:** In Class
11	**Course Learning Outcomes** CLO1, CLO2, CLO4, CLO6, CLO7
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Describe features of the information processing approach Describe language development in infants and toddlers Discuss theories of language development
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References Voyages - Chapter 6 - Infancy: Cognitive Development Science of Early Child Development (SECD)
	Evaluation

Wk.	Hours: 3 Delivery: In Class
12	**Course Learning Outcomes** CLO1, CLO2, CLO4, CLO6, CLO7
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Describe patterns of attachment and the developmental process of attachment Discuss the effects of social deprivation and child abuse in the development of attachment Discuss what is meant by the phrase "Duty to Report"
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References Voyages - Chapter 7 - Infancy: Social and Emotional Development Science of Early Child Development (SECD)
	Evaluation

Wk.	Hours: 3 Delivery: In Class
13	**Course Learning Outcomes** CLO1, CLO2, CLO4, CLO6, CLO7
	Essential Employability Skills **Taught:** **Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives Describe emotional and personality development of infants and toddlers Describe gender differences observed in infants and toddlers Define infant mental health (IMH) Discuss how to promote infant mental health
	Intended Learning Activities In-class activities PowerPoint Presentation Video clips
	Resources and References Infant Mental Health Promotion resources/handouts How Does Learning Happen? Science of Early Child Development (SECD) Voyages - Chapter 7 - Infancy: Social and Emotional Development
	Evaluation

Wk.	Hours: 3 Delivery: In Class	
14	**Course Learning Outcomes** CLO1, CLO2, CLO4, CLO6, CLO7	
	Essential Employability Skills **Taught:**	**Practiced:** EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11
	Intended Learning Objectives Test	
	Intended Learning Activities Test	
	Resources and References N/A	
	Evaluation Test: Week 14: Test 4 (Chapters 6 & 7, Infant Mental Health, and SECD)	**Weighting** 25