

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Winter 2026

CD 1000 (A3): Child Development I– 3 (3.75-0-0) 45 Hours for 12 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: MALORIE PETERSEN

PHONE: (780) 539-2448

OFFICE: H217

EMAIL: mpetersen@nwpolytech.ca

OFFICE HOURS: *By appointment only*

CALENDAR DESCRIPTION: This is an introductory course providing insight into children's development from conception to age two. This course provides an overview of principles, domains, and major theories of children's development and 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.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Kail, Robert V. & Zolner, Theresa. (2018) Children: A Chronological Approach, 5th Canadian Edition, Toronto, Canada, Pearson Canada Inc.

**Newer editions are acceptable. Physical copies preferable to digital copies.*

DELIVERY MODE(S): In-person - classes will consist of lectures, labs, group-work and discussions, as well as the integration of technology to enhance learning.

LEARNING OUTCOMES: Upon completion of the course learners will demonstrate knowledge and application of:

- Define the term ‘child development’ and how knowledge of child development assists our work with young children.
- Recognize and explain some of the underlying “principles” of child development.
- Discuss child development from the following theoretical perspectives: psychodynamic, learning, cognitive-developmental, biological and contextual.
- Describe the stages of prenatal development, typical growth at each stage and factors that may influence the development of the unborn child.
- Examine and explain the interactive influences of heredity and environment on children’s development with emphasis on how early brain development and caregiver-child relationships interact to create a foundation for future growing and learning.
- Identify major milestones in physical growth and motor development of children from 0 – 2 years of age and factors that may influence this development.
- Explain how physical growth and development, especially brain development, from 0 - 2 affects other aspects of development.
- Explain how cognitive development of children from 0 – 2 affects other aspects of development.
- Explain how social and emotional development of children from 0 – 2 affects other aspects of development.
- Identify strategies that will support and promote the physical, cognitive, social and emotional development of children from 0 – 2 years of age

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**** 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**

EVALUATIONS:

Assessments	Weight	TENTATIVE Date:
Unit 1: Theories and Themes	18%	January 27 th
Unit 2/3: Heredity and Prenatal Dev	18%	February 10 th
Unit 4: Physical Development	18%	March 3 rd
Unit 5: Cognitive Development	18%	March 17 th
Unit 6: Social Emotional Development	18%	March 26 th
Open-Book Quizzes	10%	<i>Throughout the semester. Pop-quizzes. Must be in-class to receive the grade.</i>

Assignment details and specific instructions will be discussed in class and provided on MyClass. Assignments must be submitted in the dropbox on MyClass by the date and time indicated. **ALL** assignments and tests **MUST** be completed and turned in to pass the course.

Unless arrangements have been made with the instructor prior to the due date, late assignments will be docked 3% per day. If the assignment is not received within 3 days of the due date, a grade of ZERO will be given.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE

Unit	Dates (*Tentative)
Unit 1: Theories and Themes	January
Unit 2/3: Heredity and Prenatal Dev	January 29- February 10th
Unit 4: Physical Development	February 12- March 3 rd (No Classes Feb 17-21st : Winter Break)
Unit 5: Cognitive Development	March 7-17 th
Unit 6: Social Emotional Development	March 21-26 th

STUDENT RESPONSIBILITIES:

Northwestern Polytechnic expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the NWP calendar regarding rights and responsibilities.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

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

DEPARTMENT OF EDUCATION EXPECTATIONS FOR STUDENT LEARNING

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

CLASSROOM EXPECTATIONS:

- Regular, punctual attendance. Arriving late is not only rude, it is disruptive to the flow of learning within the classroom. Irregular attendance results in you missing important information and does not set you up for success.
 - Tests and quizzes **must** be written in-person on the assigned dates. **Missing one will result in a grade of zero.**
 - Minimize cellphone usage and other distractions in class.
 - In order to maintain an environment of optimal learning, please understand that children are not permitted in class. Ensure you have made alternative arrangements for your child(ren) during class time.
 - Grades are **not** negotiable and will not be changed (with the exception of instructor error, *i.e. adding up totals incorrectly*). The goal is for you to demonstrate your *learning*, not chase a number. Your instructor is available to clarify any misunderstandings you may have about the content to ensure better understanding; however, posted grades will not be altered.
 - Assignments must be properly submitted, on time, in .doc or .pdf format (unless otherwise indicated). Failure to properly upload an assignment could result in a zero if your instructor is unable to access the assignment.
 - Students are expected to complete readings and review materials outside of class time and check MyClass and student email regularly.
- *Instructors reserve the right to make exceptions to certain rules in extenuating circumstances, on a case-by-case basis.*
 - *If you are a student that has an official letter of accommodation, ensure you follow the procedures regarding accommodations by making proper arrangements with your instructors well before assignment due dates.*