

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able:</p> <ol style="list-style-type: none"> To understand individual differences in maturation and growth among infants and toddlers and children requiring extra support. To understand how individual differences, including special needs relate to the development of the child and impact on the family. To discuss issues of gender, temperament, learning styles and cultural diversity as they relate to the development of infants, toddlers, and children requiring extra support. To utilize and evaluate assessment techniques. To understand the principles and components involved in individual planning for infants, toddlers and children requiring extra support. To examine current developmental research relating to infants and toddlers. To familiarize students with theories and models used to explain infant and toddler development. To discuss the interrelated aspects of a child's physical, language, social/emotional and cognitive development. To examine children's development within the context of his or her family and culture. To understand the role of play based learning environments in the positive development of infants toddlers and children requiring extra support. To understand positive child centred methods of supervision and guidance.
N:	<p>Course Content:</p> <p>The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> Understanding of individual differences in maturation and growth among infants, toddlers and children requiring extra support is necessary for program planning. Individual differences and special conditions and needs will effect the child's development and impact upon the circumstances of the family. The unique characteristics of the family and culture in which the child is raised will affect the course of the child's development. Gender, temperament, and learning styles, are biologically and socially mediated and to varying degrees will affect the course of the child's development. Early Childhood Educators must be familiar with a variety of assessment tools that can be critically evaluated and used selectively to provide information for individual planning. Individual planning involves the application of a number of principles and components. Early Childhood Educators must be aware of current research, models and sound practice to optimally contribute to effective program planning. Early Childhood Educators must view themselves as researchers in the pursuit of information about the children in their care. Development in one domain will effect development in other domains. Play based learning environments provide infants, toddlers and children requiring extra support optimal conditions for socially mediated learning and exploration. Positive methods of supervision and guidance of infants, toddlers and children requiring extra support are best understood within the context of child, growth and development theory and an understanding of the unique qualities of individual children.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture Discussions Observations of children
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>Means of Assessment. This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> Observations Presentations Individual Planning Examinations Participation and Attendance
R:	<p>Prior Learning Assessment and Recognition.</p> <p>This course is available for PLAR.</p>

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