EFFECTIVE: JANUARY 2003



CURRICULUM GUIDELINES

А.	Division:	Instruction		Effective Date:			01 January 03				
В.	Department / Program Area:	Child, Family Studies/Early Education	y and Community Childhood	Re	vision	X	New Course				
					Revision, Section(s) vised:		D,G,L,M,N,O,Q,I	R			
				Da	te of Previous Revision te of Current Revision		27 November 200 26 September 200				
C:	ECED 401		Individual P	rowth and Development: lanning for Infants, Toddlers 1 Requiring Extra Support			E: 3				
	Subject & Cour	rse No.	Descriptive Title	n neq		ter Crea	dits				
F:	Calendar Description: This course will provide students with a basis for planning individual quality programs for infants, toddlers and for children requiring extra support. Students will apply their knowledge of child growth and development and individual differences using a case study approach.										
G:		Allocation of Contact Hours to Type of Instruction / Learning Settings		H:	Course Prerequisite	S:					
	-				ECED 300						
	Primary Method Learning Setting	ods of Instructional Delivery and/or									
	Learning Setting			I:	Course Corequisites:						
	Lecture			None							
		Number of Contact Hours: (per week / semester for each descriptor) 60 hours			Course for which th	is Cour	se is a Prerequisite				
	60 hours				ECED 401						
	Number of Weel	Number of Weeks per Semester:									
	Flexible delivery ranging over 1 to 15 weeks		K:	K: Maximum Class Size:							
				30							
L:	PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.										
	0.1	Non-Credit									
	College Cr	College Credit Non-Transfer X College Credit Transfer:									
	X College Cr										
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)										

M:	Course Objectives / Learning Outcomes						
	Upon successful completion of this course, the student will be able:						
	1.	To understand individual differences in maturation and growth among infants and toddlers and					
		children requiring extra support.					
	2.	To understand how individual differences, including special needs relate to the development of					
		the child and impact on the family.					
	3.	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.					
	4.	To utilize and evaluate assessment techniques.					
	5.	To understand the principles and components involved in individual planning for infants,					
		toddlers and children requiring extra support.					
	6. To examine current developmental research relating to infants and toddlers.						
	7.	To familiarize students with theories and models used to explain infant and toddler development.					
	8.	To discuss the interrelated aspects of a child's physical, language, social/emotional and cognitive					
	0	development. The construction of the local sector of the construct of this can be a family and and the					
	9.	To examine children's development within the context of his or her family and culture.					
	10. To understand the role of play based learning environments in the positive development of						
	11	infants toddlers and children requiring extra support.					
N:	11. Course (To understand positive child centred methods of supervision and guidance. se Content:					
14.		Sollowing global ideas guide the design and delivery of this course:					
	1.	Understanding of individual differences in maturation and growth among infants, toddlers and					
	1.	children requiring extra support is necessary for program planning.					
	2.	Individual differences and special conditions and needs will effect the child's development and					
	impact upon the circumstances of the family.						
	3.	The unique characteristics of the family and culture in which the child is raised will affect the o	course of the				
	•••	child's development.	source of the				
	4. Gender, temperament, and learning styles, are biologically and socially mediated and to varying degrees wil						
	affect the course of the child's development.						
	5. 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.						
	6.						
	7.						
		contribute to effective program planning.					
	8.	Early Childhood Educators must view themselves as researchers in the pursuit of information about	t the children				
		in their care.					
	9.	Development in one domain will effect development in other domains.					
	10.	10. Play based learning environments provide infants, toddlers and children requiring extra support optimal					
		conditions for socially mediated learning and exploration.					
	11.	Positive methods of supervision and guidance of infants, toddlers and children requiring extra sup					
	understood within the context of child, growth and development theory and an understanding of the unique						
0:	Mathada	qualities of individual children. ods of Instruction					
0.	Methous	• Lecture					
		Discussions					
		Observations of children					
P:	Textboo	books and Materials to be Purchased by Students					
	T.B.A.						
Q:		is of Assessment. This course will conform to Douglas College policy regarding the number and weighting of evaluati	ons.				
	1.						
	2. Presentations						
	3. Individual Planning						
	4. Examinations						
	5. Participation and Attendance						
R:		Prior Learning Assessment and Recognition.					
	This course is available for PLAR.						
C	Designer	s) Margaret MacDonald Education Council / Curriculum Committee Representative					
Course	Designer(s)						

Course Designer(s) Margaret MacDonald	Education Council / Curriculum Committee Representative
Dean: Jan Lindsay	Registrar

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