



CURRICULUM GUIDELINES

A: Division: **Instruction** Date: **5 February 2001**
 B: Department/ **Faculty of Child, Family and** New Course Revision
 Program Area: **Community Studies**
 If Revision, Section(s) Revised: **J, L,N,O,P,Q,R**
 Date Last Revised: **17 May, 1993**

C: **ECED 100** D: **Growth and Development: Infants and Toddlers (Introduction)** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: Students will explore theories related to the development of infants and toddlers in the context of a family-centered approach which emphasizes individual and cultural diversity. Students will take a whole child approach to their studies of infants and toddlers in family and group settings.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester:	H: Course Prerequisites: Nil	
	I. Course Corequisites:	
	J. Course for which this Course is a Prerequisite: ECED 200, ECED 282	
	K. Maximum Class Size: 30	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

- **Introduce students to several theories used to interpret infant and toddler growth and development**
- **To introduce the concept of human development beginning in utero (prenatal development)**
- **To examine the roles of heredity and environment in the growth and development of the child**
- **To examine the impact that prenatal conditions have on the development of the child**
- **To introduce the concept of birth as a 'critical period' in the life of the family**
- **To examine the birth process as it affects a child's growth and development**
- **To understand how individual differences, including special needs, relate to development of the child and impact on the family**
- **To examine the reciprocal relationship between the child's growth and development and the family and culture in which he or she is reared**
- **To discuss issues of gender and cultural diversity as they relate to infant and toddler development**
- **To familiarize students with the observable behaviors that are typically found in infant and toddler development**

N: Course Content

1. **Infant and toddler development is studied from a "whole child" perspective, which includes emotional, social, physical, cognitive and language.**
2. **Heredity and environment are critical factors which affect the growth and development of the child.**
3. **Prenatal development is a critical factor in the overall development of the child.**
4. **The birth of the child is a critical period affecting the child's growth and development.**
5. **There is a reciprocal relationship between the child's growth and development and the family and culture in which the child is reared.**
6. **Individual differences, including special needs, are important issues when considering the development of a child.**
7. **There are observable behaviours typical of infant and toddler development.**
8. **Play is the medium through which children learn and develop.**

O: Methods of Instruction

Lecture
Discussions
Observations of children

P: Textbooks and Materials to be Purchased by Students:

TBA

Q: Means of Assessment

1. **Adherence to college evaluation policy regarding number and weighting of evaluations, i.e., a course of three credits or more should include at least five separate evaluations.**
2. **A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e., oral, individual, group, narrative, research.**
3. **A developmental approach to evaluation that is sequenced and progressive.**
4. **Evaluation being used as a teaching and learning tool for both students and instructors.**
5. **Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.**

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR
This course is available for PLAR

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Course Designer(s):

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