



Course Information

A: Division: Applied Programs
 B: Department: Child, Family & Community Studies
 Program: Early Childhood Education

Date: 6 October 1993
 New Course: X
 Revision of Course Information Form:
 Dated:

C: ECED 200 D: Growth and Development: Preschool Years E: 3

Subject & Course No. Descriptive Title Semester Credit

F: **Calendar Description:** This course explores theories related to the development of preschool-aged children in the context of a family centered approach which emphasizes individual and cultural diversity. A "whole child" approach will be taken to the study of young children in group settings.

Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F

G: **Type of Instruction: Hours per Week/per Semester**

Lecture	60	Hrs.
Laboratory		Hrs.
Seminar		Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
TOTAL	60	HOURS

H: **Course Prerequisites:**

ECED 100

I: **Course Corequisites:**

Nil

J: **Course for which this Course is a Prerequisite:**

ECED 300

K: **Maximum Class Size:**

30

L: **College Credit Transfer**
 College Credit Non-transfer

M: **Transfer Credit:**
 Requested:
 Granted:
 Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C.
 S.F.U.
 U. Vic. through U.C.F.V.
 Other: Pacific Oaks (requested)

(PAT BROWN) COURSE DESIGNER(S)

B. Meller

DIRECTOR/CHAIRPERSON

[Signature]
 P. H. Ongus

DIVISIONAL DEAN

REGISTRAR

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Anselmo, Sandra, Early Childhood Development: Prenatal Through Age Eight,
Toronto: Merrill Publishing Company, 1987.

Major Concepts: *global ideas that guide the design and delivery
of the course*

1. Development in the preschool years is studied from a "whole child" perspective which includes growth and change in each domain: emotional, social, spiritual, physical, cognitive, and language.
2. There are observable behaviours typical of three- and four-year-old development.
3. Each child is unique in his/her pattern and timing of growth and development, personality traits, interests, abilities, and experiences.
4. There is a reciprocal relationship between the child's growth and development and the family and culture in which she/he is reared. The development of the child is influenced by the family and a complex network of societal, cultural and personal relationships; and conversely, the development of the family is influenced by the child.
5. Play is the natural medium through which children learn and develop.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

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.