

EFFECTIVE: JANUARY 2003



CURRICULUM GUIDELINES

A. Division:	Instruction	Effective Date:	01 January 03
B. Department / Program Area:	Child, Family and Community Studies/Early Childhood Education Program	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	G,L,M,N,O,P,Q,R
		Date of Previous Revision:	January 1994
		Date of Current Revision:	26 September 2002

C: ECED 200	D: Growth and Development: Preschool Years	E: 3
Subject & Course No.	Descriptive Title	Semester Credits

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.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: ECED 100
	Primary Methods of Instructional Delivery and/or Learning Settings:	I: Course Corequisites: None
	Lecture	J: Course for which this Course is a Prerequisite ECED 300
	Number of Contact Hours: (per week / semester for each descriptor)	K: Maximum Class Size: 30
60 hours		
	Number of Weeks per Semester:	
	Flexible delivery ranging over 1 to 15 weeks	
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.	
	<input type="checkbox"/>	Non-Credit
	<input type="checkbox"/>	College Credit Non-Transfer
	<input checked="" type="checkbox"/>	College Credit Transfer:
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)	

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Familiarize students with theories and models used to explain preschool child development 2. Discuss the interrelated aspects of a child's physical, language, social/emotional and cognitive development 3. Examine children's literacy development within the context of his or her family and culture 4. Introduce and discuss the concept of motivation and learning in preschool aged children 5. Explore the role of play in the development of the "whole child" 6. Discuss the implication of play-based learning environments in program planning 7. Understand individual differences in maturation and growth among preschool aged children 8. Understand how individual differences, including special needs relate to the development of the preschool aged child and impact on the family 9. Examine the reciprocal relationship between the preschool aged child's growth and development and the family and culture in which he or she is raised 10. Discuss issues of gender and cultural diversity as they relate to preschool development 11. Apply and evaluate observation techniques 12. Understand positive child centred methods of supervision and guidance
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. There are observable behaviours and predicable patterns typical of preschool development. 2. Although theorists often discuss development in discrete domains, behaviour must be viewed holistically given the interrelated nature of these domains. 3. Preschool development including the development of language and literacy should be examined within the context of the child's heredity and environment. 4. Preschool behaviour is often socially mediated. 5. Learning often leads development. 6. Play based learning environments for young children provide the opportunity to integrate emerging skills and actively engage with materials and other children. 7. Play based learning environments can be modified by adults to draw out a variety of experiences for young children. 8. Within the population of preschool children, unique individual differences will alter both the onset and mastery of developmental milestones. 9. For a small percentage of preschool children atypical individual differences will be present from birth. This necessitates individual program planning and the provision of support to the child and family. 10. Gender is both biologically and culturally mediated.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture • Discussions • Observations of children • Modification of play based learning environments
P:	<p>Textbooks and Materials to be Purchased by Students T.B.A.</p>
Q:	<p>Means of Assessment</p> <ol style="list-style-type: none"> 1. Observations 2. Presentations 3. Reports 4. Examinations 5. Participation and Attendance
R:	<p>Prior Learning Assessment and Recognition. This course is available for PLAR.</p>
Course Designer(s) Margaret MacDonald	Education Council / Curriculum Committee Representative
Dean: Jan Lindsay	Registrar