



# Douglas College Course Information

A: Division: Instructional Division  
 B: Dept.: Child, Family and Community Studies  
 Program: Early Childhood Education

Date: 28 January 1998

New Course:  
 Revision of Course Information form: X  
 Dated: 16 May 1994

C: ECED 300 D: Growth and Development: E: 3  
 Early School Years

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course explores theories related to the development of school age children (ages five to eight years) in the context of a family centered approach. This approach emphasizes individual and cultural diversity while considering the "whole child" in group settings.

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

J - 28 January 98

G: Type of Instruction: Hours per Semester  
 Lecture\Practice: 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 Hrs.

H Course Prerequisites:  
 ECED 200

I: Course Corequisites:  
 Nil

J: Course for which this Course is a Prerequisite:  
 ECED 401

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. \*  
 Other: \*

Non-Credit

*Susan Fraser*  
 (Susan Fraser/Vickie Lee) Course Designers  
*B. Miller*  
 Dean

*[Signature]*  
 Vice-President, Instruction  
*[Signature]*  
 Registrar

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**N: Textbooks and materials to be purchased by students  
(Use Bibliographic Form):**

T.B.A.

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

1. Development in the early school years is studied from a "whole child" perspective which emphasizes growth, change and interdependency of all aspects of development: emotional, social, physical, cognitive and language.
2. There are observable behaviours typical of four to eight year old development, understood through the knowledge of the sequence of child development and the processes that underlie it.
3. Each child is unique in his/her pattern and timing of growth and development, personality traits, interests, abilities and experiences.
4. As the early childhood educator develops positive personal attitudes and a developmental understanding of individual differences, he/she promotes the philosophy and practice of inclusion of children who require extra support in early childhood education settings.
5. There is a reciprocal relationship between the child's growth and development and the family and culture in which he/she is reared. The development of the child is influenced by the family and a complex network of societal, cultural, and personal relationships. Conversely, the development of the family is influenced by the child.
6. The study of development in the early school years emphasizes the interrelatedness of theory, research and field practice.
7. The early childhood educator understands the impact of school experiences on a child's development, particularly in the social and cognitive areas. The self-esteem of girls as they experience the school system is a special area of concern to early childhood educators as they develop and implement programs for school age children. The transactional effect on development of the child's three primary contexts (family, school, and early childhood setting) are recognized.

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## **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.