



A: Division: **Instruction** Date: **27 November 2000**

B: Department/ **Faculty of Child, Family and** New Course Revision
 Program Area: **Community Studies: Early Childhood**
Education

If Revision, Section(s) Revised: **J**

Date Last Revised: **24 June 1996**

C: ECED 401 D: Advanced Growth and Development and Individual Planning E: 3

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|---|------------------|
| F: Calendar Description: This course will provide students with a basis for planning individual quality programs for infants, toddlers and for children who require 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 Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture 60 hours Number of Contact Hours: (per semester for each descriptor) 60 total hours Number of Weeks per Semester: 15 weeks | H: Course Prerequisites: ECED 300 | |
| | I: Course Corequisites: Nil | |
| | J: Course for which this Course is a Prerequisite or Corequisite: ECED 482 OR ECED 483 | |
| | K: Maximum Class Size: 30 | |
| L: PLEASE INDICATE: Block Transfer Credit to UVIC, UCFV, Malaspina College <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 type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) | | |

M: Course Objectives/Learning Outcomes

N: Course Content

1. Theories relating to child growth and development, observations of individual differences in young children, understanding of cultural competence and principles of inclusion will guide the student in developing programs for individual children.
2. Families are involved as the initiators, primary decision makers and information providers in all aspects of assessment and planning for their children.
3. Assessment and programming are carefully integrated and provide parents and teachers with specific practical information on ways to meet the child's individual needs within group situations.
4. The child's need to develop trust, attachment and autonomy forms the basis for establishing routines for feeding, sleeping and self care, and for planning and supporting the child's play.
5. Methods for facilitating positive socio-emotional behaviour are explored to enable the child to play successfully in groups. Learning through play is stressed as the guiding principle in planning programs for young children.
6. Observing and fostering the child's ability to communicate effectively with adults and peers, across settings and routines, is an important consideration at this stage of the child's development.

O: Methods of Instruction

Lecture

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| <p>P: Textbooks and Materials to be Purchased by Students:</p> <p>T.B.A.</p> |
| <p>Q: Means of Assessment</p> <p>Selection of evaluation and assessment tools for this course will be based on:</p> <ol style="list-style-type: none">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. |
| <p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>T.B.A.</p> |

(Pat Brown) Course Designer

Education Council/Curriculum Committee Representative

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Registrar