



A: Division: **Instruction** Date: **29 March 2000**
B: Department/ **Child, Family and Community** New Course Revision
 Program Area: **Studies/Early Childhood Education**
Program
 If Revision, Section(s) Revised: **J - 29 March 2000**
 Date Last Revised: **17 May 1993**

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

| 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: <p style="text-align: center;">Lecture</p> Number of Contact Hours: (per week / semester for each descriptor) <p style="text-align: center;">60 hours</p> Number of Weeks per Semester: 15 | H: Course Prerequisites: Nil | |
| | I: Course Corequisites: | |
| | J: Course for which this Course is a Prerequisite: ECED 182, 200, 282 (or corequisite) | |
| | K: Maximum Class Size: <p style="text-align: center;">30</p> | |
| L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input 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

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.

N: Course Content
See Instructor’s Guide

O: Methods of Instruction
See Instructor’s Guide

P: Textbooks and Materials to be Purchased by Students:

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

Q: Means of Assessment

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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR
Open to PLAR students.

Course Designer(s): Pat Brown/Susan Fraser

Education Council/Curriculum Committee Representative

Dean: Beverley Miller

Registrar: Patricia Angus