

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 New Course

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

Primary Methods of Instructional Delivery and/or Learning Settings:

I: Course Corequisites:
None

J: Course for which this Course is a Prerequisite
ECED 300

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.**

- Non-Credit
- College Credit Non-Transfer
- 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 behaviour