Douglas College

EFFECTIVE: MAY 2003
CURRICULUM GUIDELINES

A.	Division:	**Instruction**	Effective Date:		**01 May 03**

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

If Revision, Section(s) Revised: **G,H,K,L,M,N,O,P,Q,R**
Date of Previous Revision: **Janurary 1994**
Date of Current Revision: **26 September 2002**

C:	ECED 220	**D:**	**Methods for Inclusive Play-Based Programs for Preschool Children**	**E:**	**3**
	Subject & Course No.		Descriptive Title		Semester Credits

F: Calendar Description: **This course provides theory and practical experience in creating safe and healthy play environments and programs for young children. A developmental and family-centred perspective will be the focus for determining individual responses to the guidance of young children.**

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture and Laboratory

Number of Contact Hours: (per week / semester for each descriptor)

Lecture: 10 hours per semester
Laboratory: 75 hours per semester

Number of Weeks per Semester:
Flexible delivery ranging over 1 to 15 weeks

H: Course Prerequisites:
ECED 121

I: Course Corequisites:
None

J: Course for which this Course is a Prerequisite
ECED 320

K: Maximum Class Size:

Lecture: 30
Laboratory: 15

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
X	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M:	Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to: **Overriding goal:** **Understanding environment as a basis for learning, and observing children's interactions in that environment as a basis for planning/teaching.** • **Understand roles and responsibilities at a logistical level** • **Develop an image of the child that emphasizes competence** • **Develop an understanding of the principles of room arrangement in terms of zones and centre proximity** • **Understand materials: authenticity, affordances, transparency and the role of the teacher in presenting open ended activities and authentic materials** • **Understand the process of observation and documentation** • **Understand the purpose of documentation (observation) and its link to planning** • **Understand the significance of developing relationships in relation to guidance and to planning curriculum (including talking with children).**
N:	Course Content: The following global ideas guide the design and delivery of the course 1. **The environments that are created for children will have an impact on their learning and engagement in materials, adults and peers.** 2. **Our view or image of children will shape the methods that we adopt to teach children, guide the focus of their interests and assist them in learning.** 3. **Appropriate planning and provisioning of classroom environments will facilitate authentic child centred experiences.** 4. **The potential and presentation of open-ended, authentic, aesthetic materials will enhance interactions with children, teaching and planning.** 5. **Observation and documentation will assist teachers and parents in gaining insight into young children's learning and can be used to inform planning.** 6. **Developing healthy relationships with children is the basis for constructing knowledge.**
	Methods of Instruction • **Lecture** • **Discussions** • **Observations of children** • **Modification of play based learning environments**
P:	Textbooks and Materials to be Purchased by Students **T.B.A.**
Q:	Means of Assessment **1. Reflections on practice** **2. Written responses to readings** **3. Examinations and Reports** **4. Collaborative Planning** **5. Participation and Attendance**
R:	Prior Learning Assessment and Recognition. **This course is available for PLAR.**

Course Designer(s) **Susan Swanson and Margaret MacDonald**		Education Council / Curriculum Committee Representative
Dean: **Jan Lindsay**		Registrar