



Course Information

A: Division: Applied Programs
B: Department: Child, Family & Community Studies
Program: Early Childhood Education

Date: 6 October 1993
New Course: X
Revision of Course Information Form:
Dated:

C: ECED 220 **D: Methods for Inclusive Play-Based Programs for Preschool Children** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: This course provides theory and practical experiences in creating safe and healthy play environments and programs for young children. A developmental and family-centered perspective will be the focus for determining individual responses to the guidance of young children.		Summary of Revisions: (Enter date & section) Eg. Section C,E,F																																	
G: Type of Instruction: Hours per Week/per Semester <table border="0"> <tr> <td>Lecture/Practice</td> <td>40</td> <td>Hrs.</td> </tr> <tr> <td>Laboratory</td> <td>30</td> <td>Hrs.</td> </tr> <tr> <td>Seminar</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Clinical Experience</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Field Experience</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Practicum</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Shop</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Studio</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Student Directed Learning</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Other</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>TOTAL</td> <td>70</td> <td>HOURS</td> </tr> </table>		Lecture/Practice	40	Hrs.	Laboratory	30	Hrs.	Seminar		Hrs.	Clinical Experience		Hrs.	Field Experience		Hrs.	Practicum		Hrs.	Shop		Hrs.	Studio		Hrs.	Student Directed Learning		Hrs.	Other		Hrs.	TOTAL	70	HOURS	H: Course Prerequisites: ECED 120 <hr/> I: Course Corequisites: Nil <hr/> J: Course for which this Course is a Prerequisite: ECED 320 <hr/> K: Maximum Class Size: 30
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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. through U.C.F.V. Other: Pacific Oaks (requested)																																	

Pat Brown

(PAT BROWN) COURSE DESIGNER(S)

B. Muller

DIRECTOR/CHAIRPERSON

P.H. Dreyer

DIVISIONAL DEAN

REGISTRAR

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

Read, K., Gardner, P., and Mahler, B.C., Early Childhood Programs: Human Relationships and Learning, Toronto: Harcourt Brace Jovanovich College Publishers, 1993.

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

1. Early childhood education (ECE) programs and practices take a "whole child" approach to meeting the developmental needs of young children: physically, intellectually, socially and emotionally.
2. A major priority for ECE programs is the inclusion of all children. This requires that caregivers develop positive personal attitudes and competence toward diversity in ethnicity, class, age, race, ability, temperament and culture.
3. Curriculum planning begins with observation, documentation and assessment of children's individual and developmental needs and interests.
4. Learning in an early childhood education setting takes place in stimulating play-based, developmentally appropriate environments where children are encouraged to interact with materials and people.
5. Early childhood educators plan flexible daily routines which meet the individual and developmental health, safety and nutritional needs of children.
6. The guidance methods used by early childhood educators demonstrate respect for the dignity of each child, and knowledge of age-appropriate and individual-appropriate practices.
7. Parents and early childhood educators are equal partners when it comes to making decisions related to the care and education of the children in the ECE centre.

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.