



EFFECTIVE: JANUARY 2003
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **01 January 2003**

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

If Revision, Section(s) Revised: **L, Q**

Date of Previous Revision: **07 February 2001**

Date of Current Revision: **26 September 2002**

C: **ECED 312** D: **Perspectives on Families** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course explores current issues and policies affecting children and their families from historical, cultural and feminist perspectives. Through the sharing of critical incidents, students are encouraged to examine and enhance their skills in communicating with and supporting families.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture\Practice 30 hours Total hours 30 hours Number of Contact Hours: (per week / semester for each descriptor) Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks	H: Course Prerequisites: ECED 211 I: Course Corequisites: None J: Course for which this Course is a Prerequisite ECED 412 K: Maximum Class Size: 30
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. <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> 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> <p>A. Know Perspectives of Families</p> <ol style="list-style-type: none"> 1. Family Systems - understands and recognizes key elements about the nature of families: families are diverse in patterns and structure; families have strengths; families are a unique system within the context of other systems; and families are constantly changing. 2. Family-Centered Care - demonstrates an understanding that families are involved as initiators, primary decision makers, and information providers in a family-centered approach. 3. History and Philosophy - understand the assumptions, practices and skills embedded in the history and philosophy of working in partnership with families. <p>B. Practice Skills in Perspectives of Families</p> <ol style="list-style-type: none"> 1. Professional Skills - works cooperatively with children and family members as listener, communicator, supporter, facilitator, guide and problem solver. Develops effective interpersonal skills. 2. Family Centered Care - applies the principles of the family-centered approach. 3. Inclusion - promotes opportunities for children and families of different abilities, ethnicity, gender, culture, age, and temperament to grow together in an environment of mutual respect. <p>C. Demonstrate Attitudes in Perspectives of Families</p> <ol style="list-style-type: none"> 1. Family Centered Care - acknowledges that families are of central importance in the child's life, and works toward building a close relationship between home and the early childhood setting. 2. Inclusion - believes in the equality of all people regardless of ability, ethnicity, sex, culture or temperament.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Early childhood educators work cooperatively with children and family members as listener, communicator, supporter, facilitator, guide and problem solver. The development of effective skills for relating interpersonally is essential to being a reflective practitioner. 2. Early childhood educators recognize key elements about the nature of families: families are diverse in patterns and structure; families have strengths; families are a unique system within the context of other systems; and families are constantly changing. 3. The role of early childhood educator one facilitates collaboration with families at all levels of service provision. 4. Understanding and valuing diversity means that all children and families are encouraged to develop their full potential and are appreciated for their individual gifts and abilities, culture, race, gender ethnicity, age, and social class. 5. Early childhood education has a long, rich tradition of parent involvement. The early childhood educator is knowledgeable about the history and philosophy of working in partnership with families.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> - Lecture - Class discussion - Videos
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <p>Test or Reports of the Readings.</p> <p>Interview Report</p> <p>Resources Research Report</p>
R:	<p>Prior Learning Assessment and Recognition:</p> <p>This course is available for PLAR.</p>

Course Designer(s) **Pat Brown**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar