



Course Information

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

Date: 16 May 1994
 New Course: X
 Revision of Course Information Form:

C: ECED 320 D: Methods for Inclusive Play-Based Programs for Young Children E: 3

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: This course examines basic principles and techniques for implementing developmentally appropriate, play-based curriculum. Students will examine their personal philosophy of education as a foundation for their curriculum planning.		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 220 I: Course Corequisites: Nil J: Course for which this Course is a Prerequisite: ECED 420 and ECED 450 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 (Block Credit)																																	

Vickie Lee
 (CAROL EBNER/VICKIE LEE) COURSE DESIGNER(S)
Pat Brown
 DIRECTOR/CHAIRPERSON

[Signature]
 DIVISIONAL DEAN
[Signature]
 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. A project approach to curriculum that is based on the interests of the children and the knowledge/direction of the teacher ensures individual and group learning.
5. Environments in the early childhood education setting reflect the goals and philosophy of the early childhood educator. Learning centres create developmentally appropriate areas that stimulate play and encourage children to interact with materials and people.
6. Early childhood educators plan flexible daily routines which meet the individual and developmental health, safety and nutritional needs of children.
7. 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.
8. Parents and early childhood educators are equal partners when it comes to making decisions related to the care and education in the ECE setting.

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.