



# Course Information

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

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

C: ECED 331 D: E.C.E. Curriculum II E: 3

Subject & Course No.	Descriptive Title	Semester Credit
F:	<b>Calendar Description:</b> This workshop/laboratory course examines the principles of planning, implementing and evaluating play-based program models which demonstrate sound educational philosophy. Environmental studies, math, music and movement, within the context of an integrated curriculum, are highlighted.	<b>Summary of Revisions:</b> (Enter date & section) Eg. Section C,E,F
G:	<b>Type of Instruction: Hours per Week/per Semester</b>	<b>H: Course Prerequisites:</b>
Lecture/Practice	40 Hrs.	ECED 200 or ECED 220
Laboratory	30 Hrs.	
Seminar	Hrs.	<b>I: Course Corequisites:</b>
Clinical Experience	Hrs.	Nil
Field Experience	Hrs.	<b>J: Course for which this Course is a Prerequisite:</b>
Practicum	Hrs.	Nil
Shop	Hrs.	<b>K: Maximum Class Size:</b>
Studio	Hrs.	30
Student Directed Learning	Hrs.	
Other	Hrs.	
<b>TOTAL</b>	<b>70 HOURS</b>	
L:	<b>College Credit Transfer</b> <b>College Credit Non-transfer</b>	<b>M: Transfer Credit:</b> <b>Requested:</b> <b>Granted:</b> 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*  
 (SUSAN FRASER/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):**

Neuman, D.B., Experiences in Science for Young Children, Albany, N.Y.: Delman Publishers, 1978.

Kulich, Birthe, Friendly Bear's Song Book, Vancouver: Empire Music Co. Ltd.

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

1. Children approach curriculum from a holistic perspective which includes opportunities and experiences that promote: physical, emotional, social, intellectual and language development. "Curriculum is the overall plan or outline of learning experiences that will be covered by the children and teachers over an extended period of time . . ." (Essa and Rogers, 1991).
2. Throughout the early school years the curriculum is integrated in nature and emerges jointly from the interests of the children and teachers.
3. For children in the early school years the curriculum provides many developmentally appropriate materials for children to explore and think about and opportunities for interaction and communication with other children and adults. Similarly, the content of the curriculum must be relevant, engaging and meaningful to the children themselves.
4. To meet the needs of all the children in the group, learning activities are adapted for a wide range of developmental levels, interests and abilities.
5. To gain understanding about developmentally appropriate practice and to plan and implement curriculum, the early childhood educator learns best by:
  - acting on the materials to explore their relevancy and potentiality;
  - trying his/her ideas with children;
  - observing and documenting children's behaviors as they explore materials and activities; and
  - collaborating in the planning, implementation, and evaluation of learning experiences with colleagues and parents.

## **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.