

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: **F,J,L,M,N,O,Q**
 Date of Previous Revision: **20 May 1994**
 Date of Current Revision: **4 October 2002**

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

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This workshop/laboratory course examines the principles of planning, implementing and assessing play-based programs, which demonstrate sound educational philosophy and research. An integrated approach to ECE curriculum is used. An integrated approach to holistic and emergent curriculum is emphasized.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: None
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture and Laboratory	I: Course Corequisites: None None
	Number of Contact Hours: (per week / semester for each descriptor) Lecture: 30 hours Laboratory: 30 hours	J: Course for which this Course is a Prerequisite None
	Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks	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> <ol style="list-style-type: none"> 1. Take an integrated, emergent approach to the design and implementation of developmentally appropriate curriculum for young children. 2. Develop curriculum based on careful observation of the children’s interests, abilities and back grounds. 3. Promote curriculum experiences and projects that are co-constructed with children. 4. Use developmentally appropriate materials and supplies that are natural, authentic and open-ended in curriculum projects and activities. 5. Implement curriculum that promotes sensory exploration and concept development appropriate to the age of the child. 6. In planning curriculum, use knowledge of child growth and development in a holistic way. 7. Develop curriculum that is play-based and includes all children. 8. Utilize documentation of children’s experiences and learning to communicate with other children, parents, teachers and the community.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Children approach curriculum from a holistic perspective, which includes opportunities and experiences that promote physical, emotional, social, intellectual and language development. 2. Children learn from interactions, materials and activities, which are concrete, authentic and relevant to their experiences. 3. Play is the medium through which learning activities are presented to children, because play promotes other self-initiated and self-directed learning and provides opportunities for growth and learning across developmental levels, interests and abilities. 4. To meet the needs of all children in the group, learning abilities are adapted from 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: <ol style="list-style-type: none"> 5.1 acting on the materials to explore their relevance and potentiality 5.2 trying his/her ideas with children 5.3 observing and documenting children’s behaviors as they explore materials and activities 5.4 collaborating in the planning, implementing and assessing of learning experiences with children, colleagues and parents.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Presentations • Workshops • Studio Experiences • Lecture/Discussion
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> <ul style="list-style-type: none"> • Presentations • Student Projects • Exams • Essays
R:	<p>Prior Learning Assessment and Recognition.</p> <p>This course is available for PLAR</p>

Course Designer(s) **Carol Howorth/Diana Stewart**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar