## **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	X New Course
			If Revision, Section(s)	F,J,L,M,N,O,Q
			Revised: Date of Previous Revisio	n: <b>6 October 1993</b>
			Date of Current Revision	
C:	<b>ECED 231</b>	D: ECED Curr	riculum 1	E: 3
	Subject & Cou	<u>.</u>	tive 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 an			
G:		ntegrated approach to ECE currice ontact Hours to Type of Instruction	ulum is used.  H: Course Prerequisites	
G.	/ Learning Setting		None None	
	Primary Method Learning Setting	ls of Instructional Delivery and/or		
	Lecture and La	aboratory	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	
	<b>,</b>			
	Number of Wee	ks per Semester:	K: Maximum Class Size	e:
	Flexible deliver	ry ranging over 1 to 15 weeks		
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.			
	Non-Credi	t		
	College Cr	redit Non-Transfer		
	X College Credit Transfer:			
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)			

1.1	Course Objectives / Learning Outcomes			
<b>M</b> :	Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:			
	1. Take an integrated, emergent approach to the design and implementation of			
	1.	developmentally appropriate curriculum for young children.		
	2.	Develop curriculum based on careful observation of the children's interests, abilities and		
	2.	backgrounds.		
	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:	Course Cont	ent: The following global ideas guide the design and delivery of this course:		
	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 both 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:		
	5.1	acting on the materials to explore their relevance and potentiality		
	5.2	• 6		
	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		
0.	Methods of	children, colleagues and parents.		
<b>O</b> :		Presentations		
	•	Workshops		
	•	Studio Experiences		
	•	Lecture/Discussion		
p.		nd Materials to be Purchased by Students		
1.	T.B.A.	nd waterials to be i dichased by Students		
		( TI ' 'II C		
Q:		ssessment: This course will conform to Douglas College policy regarding the number and		
	weighting of	f evaluations.		
	•	Presentations Student Businests		
	•	Student Projects		
	•	Exams Essays		
R:	Prior I earni	ng Assessment and Recognition.		
11.	This course is available for PLAR.			
	This course	is available for 1 Livin.		
Course	Decience(a)	Carol Howarth/Diana Stewart Education Council / Curriculum Committee Representative		
Course	Designer(s)	Education Council/ Curriculum Comminues Representative		
Dean:	Jan Lindsay	Registrar		