

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ECE 125		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Early Childhood Programs Course Short Title: Early Childhood Programs <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): CYFS															
Calendar Description: Explores the theory and practice of creating effective learning/caring programs for children through goal-setting, preparation, implementation, and evaluation.																	
Prerequisites (or NONE):		ECE 100, ECE 101, ECE 102, ECE 103, ECE 120, and ECE 132.															
Corequisites (if applicable, or NONE):		ECE 122, ECE 123, and ECE 124.															
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td>25</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	20	Tutorials/workshops		Supervised laboratory hours	25	Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Christine Slavik		Date approved: April 29, 2021															
Faculty Council approval		Date approved: June 4, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: October 1, 2021															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Articulate a philosophy of play and child-centred learning based on different philosophers (Vygotsky, Bronfenbrenner, Froebel, Montessori, Reggio).
2. Examine the history of learning theories and how this impacts developmental theories.
3. Evaluate an early learning environment (indoor and outdoor space) to expand opportunities for experiential learning.
4. Document children's explorations and learning in various indoor and outdoor play environments.
5. Design and implement a learning centre based on observations of children's interests.
6. Examine the environment to provide opportunities for inclusion in all curriculum areas.
7. Examine the role of the educator and the environment in an early learning centre.
8. Plan and implement culturally appropriate programming for preschool-aged children.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Methods will include lectures, videos, workshop presentations, on-line materials, walking field trips to incorporate curriculum into the outdoors.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Dietze, Beverlie	Playing and Learning in Early Childhood Education	<input type="checkbox"/>	Pearson	2018
2.	Coursepack	<input type="checkbox"/>		
3.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

- Materials to implement activity plans
- Appropriate outdoor attire

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	20%	Field experience:	%	Portfolio:	20%
Midterm exam:	%	Project:	20%	Practicum:	%	Activity plans:	20%
Quizzes/tests:	20%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

- The importance of play
- Developmentally appropriate programming and child-led responsive programming
- Curriculum planning, content areas, designing and implementing curriculum
- Application of the Early Learning Framework