

COURSE IMPLEMENTATION DATE: September, 1993
 COURSE REVISED IMPLEMENTATION DATE: January 2009
 COURSE TO BE REVIEWED: January 2013
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

| | | |
|--------------------------|---------------------------------------|--------------|
| ECE 135 | ECE / CYC | 3 |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT | UCFV CREDITS |
| | The Process of Curriculum Development | |
| COURSE DESCRIPTIVE TITLE | | |

CALENDAR DESCRIPTION:

This is an experiential workshop course, focusing on the relevant factors affecting curriculum planning for groups of preschool children, with a focus on science, math, and social studies.

PREREQUISITES: ECE 122, ECE 125

COREQUISITES: None

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 25 Hrs
 Seminar: _____ Hrs
 Laboratory: 20 Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 36
 Expected frequency of course offerings: Once a year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): George Melzer

Department Head: Christine Puder

Supporting area consultation (UPACA1)

Curriculum Committee chair: Gwen Clarke

Dean/Associate VP: Rosetta Kalideen

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: May 28, 2008

Date of meeting: January 25, 2008

Date approved: May 28, 2008

Date approved: December 10, 2008

Date of meeting: January 30, 2009

LEARNING OUTCOMES:

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

- describe how young children construct knowledge in each of the curriculum areas.
- identify activities that will help adult learners see the world through the eyes of a child.
- describe “hands-on” experiences in science and math that are designed for young children.
- demonstrate how the curriculum can be incorporated throughout the child care facility (learning environment).

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures
Hands-on activities
Group discussions and presentations
Audio-visual materials
Assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify): assignments

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Williams, R.; Rockwell, R.; Sherwood, E. Mudpies to Magnets: P Preschool Science Curriculum. 2nd Ed.
Shiple, C.D. Empowering Children: Play-Based Curriculum for Lifelong Learning. 3rd Ed.
Munzer-Briner, S. Learn to Play, Play to Learn.

SUPPLIES / MATERIALS:

Supplies/materials may need to be purchased in order to complete some assignments (will vary depending on topic that is selected).

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

| | |
|----------------------------------|------------|
| Math Game/Activity Presentation | 15% |
| Science Activity Presentation | 15% |
| Activity File | 10% |
| Designing Childcare Environments | 20% |
| Attendance/Class Participation | 10% |
| Final Exam | <u>30%</u> |
| | 100% |

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

How we can most effectively educate young children
How children learn math concepts
Math games and activities
How children learn science concepts
Science concepts and activities
Understanding children’s social development
The value of dramatic play
Multiculturalism
Designing learning environments