ORIGINAL COURSE IMPLEMENTATION DATE:	September 1993
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2028

Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECE 135

Number of Credits: 3 Course credit policy (105)

Course Full Title: Curriculum Development in Early Childhood Education

Course Short Title: Curriculum Dev.in ECE

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Professional Studies

Department (or program if no department): CYFS

Calendar Description:

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 (or NONE):	ECE 122 and ECE 125.
Corequisites (if applicable, or NONE):	ECE 130 and ECE 133.
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Dual-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar hours	25
Tutorials/workshops	
Supervised laboratory hours	20
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Special Topics *(Double-click on boxes to select.)*

This course is offered with different topics:

☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study

If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*

☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

Transfer Credit

Transfer credit already exists: *(See **bctransferguide.ca**.)*

☒ No ☐ Yes

Submit outline for (re)articulation:

☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System

☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 36

Expected Frequency of Course Offerings: Annually *(Every semester, Fall only, annually, etc.)*

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:**	January 28, 2022

Learning Outcomes:

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

1. Describe how young children construct knowledge in each of the curriculum areas.
2. Create “hands-on” experiences in science through understanding our relationship with the land.
3. Create developmentally appropriate “hands-on” experiences that help young children learn basic math concepts.
4. Demonstrate how the curriculum can be incorporated throughout the childcare facility (learning environment).
5. Design all aspects of an indoor and outdoor childcare environment.
6. Reflect on their own culture to understand the context of culture in an early learning environment.

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.)*

Lectures, hands-on activities, group discussions and presentations, audio-visual materials, assignments.

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.	Williams, R.; Rockwell, R.; Sherwood, E.	Mudpies to Magnets: A Preschool Science Curriculum. 2nd Ed.	☒		1990
2.	Shipley, C.D.	Empowering Children: Play-Based Curriculum for Lifelong Learning. 5th Ed.	☐		2012
3.	Munzer-Briner, S.	Learn to Play, Play to Learn.	☐		2000
4.			☐		
5.			☐		

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

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

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	35%	Field experience:	%	Portfolio:	10%
Midterm exam:	%	Project:	30%	Practicum:	%	Attend/participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- How we can most effectively educate young children
- How children learn math concepts (math games and activities)
- How children learn science concepts and apply to land-based outdoor and indoor activities
- Helping children to develop respect for the land, culture, and community
- Understanding children’s social development
- The value of dramatic play
- Programming and curriculum that reflects the cultures within the early learning centre
- Designing learning environments