



Principles of Program Development – ECED 131
Child, Youth and Family Studies Program:
Early Childhood Education Specialty

Course Outline

COURSE IMPLEMENTATION DATE: Pre 1998
OUTLINE EFFECTIVE DATE: January 2022
COURSE OUTLINE REVIEW DATE: September 2027

GENERAL COURSE DESCRIPTION:

Students gain a deeper understanding of BC’s provincial child care licensing requirements. Students learn how to design inclusive indoor and outdoor play environments for young children, create philosophies and operational policies and procedures, create long and short term developmental goals, interpret rating scales and understand culturally diverse philosophies and practices. The Early Learning Framework is embedded in the course to help students understand how it informs their practice.

Program Information: ECED 131 is a required second semester course for the Child, Youth and Family Studies Program: Early Childhood Education Specialty.

Delivery: This course is delivered face-to-face and online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	45

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

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Department Head Signature

Dean Signature

EDCO

Valid from: January 2022 – September 2027

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website) and completion of ECED 129.

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through FA Yes No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Bertand, J. (2022). *Becoming and being an early childhood professional* (1st ed). Cengage Canada. (ECED 129 Textbook used as a resource)

Haig, J., & Sutherland, V. (2021). *Cites & sources: An APA documentation guide* (6th ed). Toronto, Ontario: Nelson Education Ltd.

Links provided in course for:

Community care and assisted living act. Child Care Licensing Regulation. (2007). Last amended May 17, 2021.

Early Childhood Educators of BC. (2021). *Code of ethics* (6th ed). Vancouver, BC: ECEBC.

Early learning framework. (2019). Ministry of Health and the Ministry of Children and Family Development.

Please see the instructor's syllabus or check COTR's online text calculator

<http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

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

- create long and short term learning goals for individuals and groups of children;
 - plan inclusive programs for young children using reflective, intentional, and pedagogical practices;
 - design inclusive indoor and outdoor spaces which include all aspects of child development in accordance with BC's provincial child care licensing requirements;
 - assess and interpret quality in early childhood programs using early childhood rating scales;
 - describe role of Supported Child Care and Aboriginal Supported Child Care support worker, documentation process, individual service plans and goal writing for children who require extra support;
 - develop and/or adapt programs which meet the changing needs of children and families (cultural diversity, temperaments, development, children with extra support needs);
 - research and present on a geographical aspect of cultural in ECE programs;
 - create an operational program package that reflects ECE practice philosophies policies and procedures;
 - explain the significance of involving families in policy and program decisions; and
 - integrate elements of the BC Early Learning Framework into coursework.
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COURSE TOPICS:

- Licensed Program Models
- BC Community Care Facilities Licensing Regulations
- Individual and Group Philosophies
- Cultural Exploration
- Supported Child Development and Aboriginal Supported Child Development
- Operational Program Policies and Procedures
- Inclusive Indoor and Outdoor Environments
- BC Early Learning Framework

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT (Face-to-Face and Online Delivery):

Assignments	% Of Total Grade
Discussion Activities	15%
Cultural Exploration Presentation	10%
Operational Family Policies and Procedures Handbook	20%
Indoor Floor Plan	15%
Outdoor Model	10%
Quizzes (2 x 15)	<u>30%</u>
Total	100%

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

Note: Any student who misses a scheduled in-class activity will be given a grade of “0” for the activity.

ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.