

## ECED 131: Principles of Program Development

### Course Description

Students gain a deeper understanding of BC's provincial childcare 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.

**Course Hours:** 45

**Course Credits:** 3

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

**Co-requisites:** None

### Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated ECE Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

### What You Need To Do

Document your knowledge and implementation of each learning outcome for ECED 131 (below) by providing a minimum of four examples for each outcome. The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

## ECED 131: Principles of Program Development

### Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Create long and short term learning goals for individuals and groups of children.				
Plan inclusive programs for young children.				
Design indoor and outdoor spaces which include all aspects of child development.				
Interpret and evaluate early childhood programs using early childhood rating scales.				
Develop and/or adapt programs which meet the changing needs of families (cultural diversity, extra support needs).				

<b>Learning Outcomes</b>	<b>Types of Evidence</b>	<b>Page Number(s)</b>	<b>Value</b> <i>(for office use only)</i>	<b>Faculty Assessor's Comments</b> <i>(for office use only)</i>
Research and present on ECE philosophies and practices that reflect cultural diversity.				
Create a program package which reflects ECE practice philosophies and policies.				
Demonstrate the ability to advocate for self and/or others.				
Explain the significance of involving families in policy and program decisions.				
Integrate elements of the BC Early Learning Framework into coursework.				
<b>Telephone Interview</b>	<b>Date</b>	<b>Faculty Assessor's Comments</b> <i>(for office use only)</i>		