

EFFECTIVE: JANUARY 2003

CURRICULUM GUIDELINES

A. Division: Instruction **Effective Date:** 01 January 2003

B. Department / Program Area: Faculty of Child, Family and Community Studies/Early Childhood ()TjETEMC/P 71ov3T72 0 0 37 58J9Tm(l)Tj10.D972 5194754 62 5171o3ur47dl

If Revision, Section(s) **L**

Revised:

Date of Previous Revision: **05 March 2001**

Date of Current Revision: **16 October 2002**

C: ECED 183 **D: Early Childhood Education Part-time Practicum I** **E: 2.25**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This part-time ECE Practicum course provides opportunities for the development and application of beginning course theory and methodology through observation and practice in preschool and child care settings.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:
	Primary Methods of Instructional Delivery and/or Learning Settings: Students are placed in community child care settings to gain experience in working with preschool children.	ECED 182
	Number of Contact Hours: (per week / semester for each descriptor)	I: Course Corequisites:
	Seminar: 8 hours	None
	Practicum: 75 hours	J: Course for which this Course is a Prerequisite
	Total 83	ECED 283
	Number of Weeks per Semester:	
	3 weeks	
	Flexible deli	

M: Course Objectives / Learning Outcomes

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

1. **Act and continue to develop professionally**
Under the guidance and supervision of an Early Childhood Educator the student will demonstrate at an introductory level:
 - a: **personal accountability, including:**
 - Punctuality and regular attendance in the practicum/worksite setting
 - Appropriate grooming and dress
 - Sound judgment
 - A sense of humor
 - Enthusiasm
 - Consistent effort throughout the day or shift
 - Ability to seek and accept feedback
 - b: **professional competence, including:**
 - Initiative
 - Ability to deal with time and stress-related pressures
 - Ability to adhere to ethics and confidentiality policies
 - Knowledge of the limits and expectations of the practicum student's role
 - The ability to communicate in writing
2. **Communicate and collaborate with children, families, community and colleagues.**
Under the guidance and supervision of an Early Childhood Educator the student will demonstrate knowledge of and beginning competence in:
 - a: **interpersonal effectiveness, including:**
 - The ability to display tact
 - Patience and flexibility in interactions with others
 - Effective listening
 - Clear communication
 - Appropriate language
 - The ability to communicate across cultures
 - b: **effective collaboration and communication in the workplace, including**
 - The ability to establish positive and respectful relationships with children, families and colleagues
 - The ability to contribute to a climate of open communication and cooperation
 - The ability to communicate in writing
3. **Observe, assess, plan for and monitor individual and group development of children in the context of developmentally appropriate practice.**
Under the guidance and supervision of an Early Childhood Educator the student will observe staff and demonstrate:
 - a: **beginning competence in fostering children's healthy development in the following areas:**
 - Physical
 - Emotional
 - Social

- N:** Course Content: The following global ideas guide the design and delivery of this course:
- 1. The early childhood educator works cooperatively with others (both children and adults) as listener, communicator, supporter, facilitator, guide and problem solver. The development of effective skills for relating intrapersonally and interpersonally is essential to becoming a reflective practitioner.**
 - 2. By observing and assessing children on a regular basis, the early childhood educator is able to plan a program that is age-appropriate, culturally sensitive, and able to meet the individual needs and interests of each child in inclusive early childhood programs. Regular observation and documentation also provide information about each child's development; information which is shared with family.**
 - 3. The early childhood educator guides children's learning throughout the day and using methods which are intended to promote a strong sense of self-esteem within each child and ultimately lead to autonomy for each child.**
 - 4. Early childhood educators engage in regular evaluations (including self-assessment) to gain insight into their progress, skills, and abilities as professionals. They set goals, identify and participate in relevant professional development activities.**
- O:** Methods of Instruction
- **Observation and practice with children in Community Child Care setting under the guidance and supervision of a licensed Early Childhood Educator.**
 - **Self-reflection utilizing a daily journal, activity planning forms and practicum evaluation booklet.**
- P:** Textbooks and Materials to be Purchased by Students
T.B.A.
- Q:** Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.
- **Practicum evaluation booklet**
 - **Daily journal**
 - **Activity plans/evaluations**
- R:** Prior Learning Assessment and Recognition.
This course is available for PLAR