



**A:** Division: **Instruction** Date: **29 March 2000**  
**B:** Department/ **Child, Family and Community** New Course  Revision   
 Program Area: **Studies/Early Childhood Education**  
**Program**  
 If Revision, Section(s) Revised: **H - 29 March 2000**  
**D,E,G,K - 12 MAY 1998**  
 Date Last Revised: **12 May 1998**

**C: ECED 282 D: Early Childhood Education Practicum I E: 3.5**

| Subject & Course No.   | Descriptive Title  | Semester Credits |
|--|--|------------------|
| <b>F:</b> Calendar Description: This ECE demonstration laboratory course provides opportunities for the development and application of second semester course theory and methodology through observation and practice in preschool and childcare settings.   |  |                  |
| <b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings<br><br>Primary Methods of Instructional Delivery and/or Learning Settings:<br><br><b>Laboratory - 15 hours</b><br><b>Seminar - 10 hours</b><br><b>Practicum - 100 hours</b><br><br>Number of Contact Hours: (per week / semester for each descriptor)<br><b>See above - Total: 125 hours</b><br><br>Number of Weeks per Semester: <b>5 weeks</b> | <b>H:</b> Course Prerequisites:<br><br><b>ECED 100 and ECED 182</b><br><br><b>I:</b> Course Corequisites:<br><b>ECED 231 or ECED 331</b><br><br><b>J:</b> Course for which this Course is a Prerequisite:<br><br><b>ECED 382</b><br><br><b>K:</b> Maximum Class Size:<br><br><b>10</b> |                  |
| <b>L:</b> PLEASE INDICATE:<br><input type="checkbox"/> Non-Credit<br><input checked="" type="checkbox"/> College Credit Non-Transfer<br><input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/><br>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )   |  |                  |

**M:** Course Objectives/Learning Outcomes

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 the family.
3. The early childhood educator designs and implements developmentally appropriate programs for young children and evaluates them.
4. The early childhood educator guides children's learning throughout the day using methods which are intended to promote a strong sense of self-esteem within each child and ultimately lead to autonomy for each child.
5. The early childhood educator is a member of a professional education team. This involves on-going communication, sharing responsibilities, keeping to established time lines, supporting colleagues, and meeting regularly to discuss issues and to plan curriculum.
6. The early childhood educator takes every opportunity (both formally and informally) to communicate with parents to establish and maintain an equal partnership between family and program staff.
7. 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.

**N:** Course Content

See Instructor's Guide

**O:** Methods of Instruction

See Instructor's Guide

**P:** Textbooks and Materials to be Purchased by Students:

T.B.A.

**Q:** Means of Assessment

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e., a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e., oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

This course is open to PLAR students.

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Course Designer(s): Pat Brown

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Education Council/Curriculum Committee Representative

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Dean/Director: Beverley Miller

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Registrar: Patricia Angus