Douglas College

CURRICULUM GUIDELINES

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

B. Department / Program Area: **Faculty of Child, Family and Community Studies/Early Childhood Education**

Revision [X]   New Course [o]

od Education Practicum I   **E: 3.5**

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description: **This ECE practicum course provides opportunities for the development and application of second semester course theory and methodology through observation and practice in preschool and childcare settings.**

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Laboratory	**15 hours**
Seminar	**10 hours**
Practitum	**100 hours**
Total	**125 hours**

Number of Contact Hours: (per week / semester for each descriptor)
125 hours

Number of Weeks per Semester:

Flexible delivery ranging over 1 to 15 weeks

H: Course Prerequisites:
ECED 121

I: Course Corequisites: None

J: Course for which this Course is a Prerequisite
ECED 382

K: Maximum Class Size:

10

L: PLEASE INDICATE**Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary. a**

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 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 developmen**
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