

<b>CAPILANO UNIVERSITY</b>	
<b>COURSE OUTLINE</b>	
<b>TERM: FALL 2012</b>	<b>COURSE NO.: EDUC 390</b>
<b>INSTRUCTOR:</b>	<b>COURSE NAME: APPLIED THEORY SPECIAL NEEDS PRACTICUM</b>
<b>OFFICE:</b> <b>PHONE: 604.986.1911</b>	<b>SECTION NO.:</b>
<b>LOCAL:</b>	<b>CREDITS: 5.0</b>

### **COURSE FORMAT**

This course consists of a six week (30 day) off campus practicum and three practicum seminars. **Attendance is mandatory for all seminars unless otherwise noted.** Failure to attend the first practicum seminar will result in a forfeiting of the practicum.

### **COURSE PREREQUISITE**

EDUC 277 as prerequisite; EDUC 354 as pre or co-requisite

### **EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT**

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

### **GENERAL OVERVIEW**

This course is a six-week post-basic practicum. This advanced practicum will be in an inclusive centre for children ages birth to five years. In this course, the student will develop programming that honours individual differences, family and cultural practices. An in-depth examination of inclusive practice will be a guiding factor throughout the practicum. These skills will incrementally demonstrate the student's advanced professional, practice, knowledge and reflective skills.

Transportation costs will be incurred by the student.

Students are required to use digital or film cameras. Expect processing costs of up to \$25.00. All cameras must have the internet and GPS capabilities turned off while being used in this course.

### **LEARNING OUTCOMES**

*Students who successfully complete this course should be able to:*

1. Demonstrate sound ethical and professional practices in an inclusive early childhood setting which reflect the ECEBC Code and BC Early Learning Framework;
2. Contribute effectively to an inclusive play based program by planning and supporting relevant and meaningful, inclusive experiences for all children
3. Engage in ethical and reflective practice with all young children and in particular with children with differences and their families
4. Engage in on-going research into inclusive practice;

5. Demonstrate an understanding of how individual plans are developed and implemented for children who require additional support;
6. Establish relationships with other professionals in the centre, and in the community, through information and resource sharing
7. Engage ethically and professionally with families considering centre practices and policies that support family and centre relationships;
8. Engage in and reflect upon pedagogical documentation/narrations (as described in the BC Early Learning Framework) as a tool for promoting the values of inclusion

### **REQUIRED TEXTS**

Coupe, R. ,Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., ...Pendygrasse, J. (2011). *The Capilano guide to writing assignments*. North Vancouver, BC: Capilano University.

Early Childhood Educators of British Columbia (2008). *Code of ethics: early childhood educators of British Columbia*. Vancouver, BC: Author.

Government of British Columbia. (2008). *British Columbia early learning framework*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

Government of British Columbia. (2008). *British Columbia early learning framework: From theory to practice*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

### **RECOMMENDED TEXTS**

Weitzman, 2001. *Learning language and loving it*. Toronto: Hanen Centre

### **COURSE CONTENT**

*Please refer to the ECCE Practicum Policies and Procedures Student Manual for more detail.*

#### **Practicum Placement**

The student will spend six consecutive weeks in an inclusive centre arranged/approved by Capilano University. During that time, the student will be working with all children, but will be focusing on child(ren) , who have been designated as requiring extra support.

**If this is a worksite practicum additional hours must be arranged within the program to allow for time to meet with the faculty supervisor during the faculty's centre observations.**

In order to conduct an inquiry project around the idea of inclusion , the student teacher may use a maximum of five days during the practicum block to access information sources such as, libraries, community agencies, observation, interviews, and child care centres. Prior to practicum, the student will submit a proposal to her/his faculty supervisor, outlining the plan for using up to five days of this practicum to support the inquiry project. Please see the assignment documents for more details.

Seminar classes will be held through the term. Topics will be explored at an advanced level and will involve student-guided discussions.

Please note that in an attempt to assist with a student's success in practicum, ECCE instructors will share with the sponsor teacher any information about the student's practicum or progress in the ECCE program to date.

### **EVALUATION PROFILE**

Students are required to achieve a grade of 80% on each of the assignments and practicum competencies listed below in order to be eligible to receive credit for practicum. Please see the individual assignments and practicum competencies for grading criteria.

- Vision and Principles
- Pedagogical Narration
- Teacher Journal:
  - Topic of Inquiry
  - Daily reflections
  - 6 E-mail weekly reflections
  - Self-Evaluation
- Mid-Term Student Performance Evaluation
- Final Student Performance Evaluation
- Instructor Evaluation

### **ASSIGNMENTS**

Details of assignments and grading criteria will be provided by the instructor at the start of the course.

1. Reflective Pieces
  - a. Practicum journal
  - b. Weekly email Reflections
  - c. Final Self evaluation
  - d. Seminar reflections
2. Practice Competencies
  - a. Student performance Evaluation Booklet
  - b. Instructor Evaluation
3. Curriculum Explorations
4. Inquiry Project and presentation

### **GRADING PROFILE**

#### **CREDIT/NO CREDIT**

In order for students to be eligible for credit, they must achieve a minimum of 80% on all assignments and practice competencies.

### **OPERATIONAL DETAILS**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance: Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry.

**Please note that the first seminar class is mandatory.**

In the event of an absence from class, please inform the instructor prior to class. In the event of an absence from practicum, please inform the centre and your instructor prior to the start of your shift.

A student who misses 10% of a combination of class and practicum time may not receive credit for this course.

A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

Punctuality: Punctuality is essential in both classroom courses and practica given the professional nature of this program.

Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes and practicum will result in a faculty review. Program probation may be a result of the review.

Academic Responsibility: Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met.

Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes

Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Late Assignments: All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.

Extenuating circumstances:	<p>Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:</p> <p>Loss of 5 % per day</p>
Cheating & Plagiarism:	<p>Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.</p> <p>Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.</p> <p>Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences</p> <p>The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a "No Credit" grade on the course.</p> <p>Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.</p>
Incomplete Grades:	<p>"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.</p>
English Usage:	<p>All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission.</p>
Professionalism:	<p>All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.</p>
Emergency Procedures:	<p>Please read the emergency procedures posted on the wall of the classroom.</p>