

CAPILANO UNIVERSITY		
COURSE OUTLINE		
TERM: FALL 2012		COURSE NO.: EDUC 277
INSTRUCTOR:		COURSE NAME: APPLIED THEORY PRACTICUM III
OFFICE:	PHONE: 604.986.1911	SECTION NO.:
	LOCAL:	CREDITS: 3.0

### **COURSE FORMAT**

This course consists of five weeks (25 days) off campus practicum; there will be practicum seminars prior to the start of practicum and during practicum (attendance is mandatory). Students are strongly encouraged to attend a meeting with faculty following practicum to discuss their practicum experience and to construct professional development goals as a future early childhood educator. All seminars are mandatory unless otherwise posted. **Please note that failure to attend the first practicum seminar will result in a forfeiting of the practicum.**

### **COURSE PREREQUISITE**

EDUC 276

### **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**

The ECCE program includes three applied theory-practicum courses. In each successive course, students extend their knowledge and skills developed in the previous practicum. Education 277 is the third course in the sequence.

In this course, the student will continue to develop skills in observing, documenting and understanding children and their play. The student will develop programming that honours individual differences, family and cultural practices. During this practicum, the student will be expected to participate as a member of the teaching team.

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) Implement daily play-based, inclusive experiences which promote the development of the whole child in a group setting;
- 2) Plan, implement and conduct meaningful and relevant small and large group experiences within the context of the host centre's program;
- 3) Use a variety of guidance techniques in accordance with the needs of the individual child and the situation;
- 4) Support and extend children's play, learning and development by:
  - a) Using a variety of teaching strategies such as observing, recording, questioning, provoking, negotiating, and facilitating.
  - b) Planning across the curriculum.
  - c) Arranging the environment.
  - d) Defining limits and behavioural expectations.
  - e) Maintaining appropriate routines and encouraging self-help skills.
  - f) Providing materials and resources;
- 5) Demonstrate interpersonal skills by:
  - a) Communicating effectively with sponsor teacher, staff and instructors.
  - b) Relating to parents, as appropriate to the role of student assistant in a particular centre.
- 6) Demonstrate an understanding of a reflective practice as understood in the BC Early Learning Framework in work with children, teachers and instructors.

### **REQUIRED TEXTS**

Coupe, R., Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., ...Pennygrasse, 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**

Curtis, D. & Carter, M. (2007). Learning together with young children: A curriculum framework for reflective teachers. St. Paul, MN: Redleaf Press.

## **COURSE CONTENT**

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

In this practicum, arranged by the university, the student will participate in a centre five days a week for five weeks.

Classes will relate closely to practical experience, linking theory to its application in the practicum settings. *Topics will include:*

- programming, implementation and evaluation
- guidance techniques and problem solving
- interpersonal skills
- teaching strategies
- ethics
- teacher roles

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

Instructors may observe students in observation rooms if available.

Individual interviews will be held with each student following the instructor's visits to the practicum centre. Students will be assisted to evaluate their own progress and to set realistic goals for their ongoing development as Early Childhood Educators.

Students are obligated to call both the practicum centre and field instructor in case of absence.

## **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.

### **Practicum Assignments**

1. Teacher Journal
2. Curriculum Exploration
3. Weekly Email Reflections
4. Mid-point Self Evaluation

5. Pedagogical Inquiry and Final Self-assessment
6. Practice Competencies
  - Student Performance Evaluation Booklet
  - Instructor Evaluation

## **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.

## **ASSIGNMENTS**

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

## **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 and any student not in attendance will forfeit the practicum.**

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.

A student who misses 10% of classes 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.

**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:**

Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:

- Loss of 5 % per day

Cheating & Plagiarism:

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

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.

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

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.

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.

Incomplete Grades:

"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.

English Usage:

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.

**Professionalism:**

**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.**

Emergency Procedures:

Please read the emergency procedures posted on the wall of the classroom.