



EFFECTIVE: SEPTEMBER 2008 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2008**

B. Department / Program Area: **Faculty of Child, Family and Community Studies / Early Childhood Education and Child and Youth Care Counsellor** Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **CFCS 1160** D: **Introduction to Professional Practice - Teaching and Learning** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This course provides an introduction to Early Childhood Education and Child and Youth Care practice. Students will examine the role of the early childhood educator and child and youth care counsellor in a broad range of settings. Students will develop observation skills including information gathering, reflection and interpretation. Individualized planning skills will be introduced and practiced in this course.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture / On-line</p> <p>Number of Contact Hours: (per semester for each descriptor)</p> <p>60 hours</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 2 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p>Enrollment in a CYCC or ECED Program or permission of Coordinator</p>							
	<p>I: Course Corequisites:</p> <p>None</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>CYCC 1240 or ECED 1240</p>							
	<p>K: Maximum Class Size:</p> <p>30</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 30px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes

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

1. Describe the profession of early childhood education and child and youth care, with specific reference to the broad range of settings in which early childhood educators and child and youth care workers work
2. Observe and report on the role of the early childhood educator and child and youth care worker in specific child and youth care settings
3. Describe human interactions verbally, separating observations from inferences
4. Describe human interactions in writing using the skills of observation, recording, interpreting and reporting
5. Write an individualized plan for an individual in an early childhood or child and youth care setting
6. Discuss the legal and ethical issues in observing and reporting on the lives of others
7. Discuss the role of the early childhood educator and child and youth care worker in writing records on the lives of others
8. Demonstrate awareness of personal values and filters, preconceptions and biases
9. Link context and events when observing, recording and interpreting
10. Apply selected models of change in early childhood and child and youth care situations.

N: Course Content

The following global ideas guide the design and delivery of this course:

- Early Childhood Education and Child and Youth Care Counsellor are professions which focus on direct work with children, youth and families in a broad range of settings.
- Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice.
- The purpose of observation is to be more effective in responding to others.
- Observation is dynamic and continuous, formal and informal. Observation skills include observing, recording, interpreting and reporting.
- Effective observers have clear focus, purpose and intention. They conduct themselves in a legal, ethical and respectful manner. The manner in which observations are recorded, reported and used, influences interpretation of the material collected. Choice of language needs careful consideration, as it influences perceptions and interpretations.
- Observation of and reflection on the self-in-action are integral to on-going practitioner development. Accurate observation requires awareness of personal values and filters, preconceptions and biases. The observer's presence and behaviour affects the situation being observed.
- Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision.
- Context and events are linked, thus contextual factors need consideration when observing, recording and interpreting.
- Positive change in the lives of children and youth happens with support, encouragement, planning, discussion, action and evaluation.

O: Methods of Instruction

- Lecture
- Discussions
- Field visits
- On-line

P: Textbooks and Materials to be Purchased by Students

TBA

Q: Means of Assessment
This course will conform to Douglas College policy regarding the number and weighting of evaluations.
Typical means of evaluation would include a combination of:

- **Collaborative learning projects and presentations**
- **Research essays and reports**
- **Field research**
- **Participation**
- **Attendance**
- **Examinations**

R: Prior Learning Assessment and Recognition

This course is open for PLAR.

Course Designer(s): **Gary Tennant, Lynda Phillips, Lori Hawkes**

Education Council / Curriculum Committee Representative

Dean: **Jan K Carrie**

Registrar