EFFECTIVE: MAY 2003



CURRICULUM GUIDELINES

А.	Division:	Instructio	n	Ef	fective Date:		01 May 2003		
B.	Department / Program Area:	Communi	² Child, Family and ty Studies/Early l Education	Re	evision	X	New Course		
					Revision, Section(s)		D,L,M,N,O,Q,R		
					evised: ate of Previous Revisio	n:	27 November 2000		
C.	ECED	402			ate of Current Revision		26 September 2002		
C:	ECED	482	D: Infant/Todd	ller Pr	eceptorship Practicur	n	E: 5		
					ve Title Semester Credits				
F:	Calendar Description: This practicum is a prec								
	toddler centers. Under the mentorship of experienced field personnel and Douglas College faculty, students will have the opportunity to increase their knowledge of development in the early years,								
G	while expanding and refining their skills for working with young children.								
G:	Allocation of Co / Learning Settir		to Type of Instruction	H:	Course Prerequisites	:			
	-	-			ECED 401 and EC	ED 42() (can also be		
			ional Delivery and/or		corequisites)				
	Learning Setting Seminar	gs:	10 hours	I:	Course Corequisites:			_	
	Practicum		100 hours		course corequisites.				
	-	Unsupervised Practicum 90 hours			ECED 401 and ECED 420 (can also be prerequisites)				
	Number of Contact Hours: (per week / semester			-	Course for antish thi	C		_	
	for each descriptor)			J:	I: Course for which this Course is a Prerequisite				
	200 total hours				None				
	Number of Weeks per Semester: 6 weeks			K:	Maximum Class Size:				
	Flexible delivery ranging over 1 to 15 weeks				24 Preceptorship				
L:	PLEASE INDI	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.							
	Non-Credi	t							
		College Credit Non-Transfer							
		edit Transfe							
			S (wayay begat be as)	(www.bccat.bc.ca)					
	SEE DU IKAN	EE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)							

M: Course Objectives / Learning Outcomes

1.

- Upon successful completion of this course, the student will be able to:
 - Act and continue to develop professionally In cooperation with others, the student will take responsibility for the following when working with infants and toddlers in group settings:
 - a. Demonstrate personal accountability, including:
 - i. attending regularly and being punctual
 - ii. using sound judgement
 - iii. showing enthusiasm
 - iv. demonstrating empathy
 - b. Take initiative:
 - i. demonstrating cultural competence and awareness of opportunities for inclusion
 - ii. dealing with time and stress related pressures
 - iii. assuming responsibility willingly and working beyond minimum expectations
 - iv. adhering to ethics and confidentiality policies
 - v. relating curriculum practices and interactions with children and families to current ECE theory
- 2. Communicate and collaborate with families, community and colleagues In cooperation with others, the student will take responsibility for the following when working with

infants and toddlers in group settings:

- a. Demonstrate personal effectiveness
- b. Effectively collaborate and communicate with parents and staff in the practicum setting
- 3. Observe, assess, plan for and guide the development of infants and toddlers, individually
 - In cooperation with others, the student will take responsibility for the following when working with infants and toddlers in group settings:
 - a. Promote healthy development in infants and toddlers
 - i. physical
 - ii. social/emotional
 - iii. intellectual
 - iv. language

b.

v.

- Guide children's learning and behaviour
- c. Contribute to curriculum by:
 - i. observing, documenting and communicating the interests, ideas and abilities of the children
 - ii. incorporating observation information when initiating learning experiences for children
 - iii. collaborating and reflecting with staff and families when planning curriculum
 - iv. providing a wide variety of creative, sensory experiences for children to explore during play
 - using individual care routines as learning opportunities for infants/toddlers
- 4. Ensure safety, monitor and promote health and nutrition
 - a. Take responsibility for children's safety when preparing environments and during Constant daily supervision
 - **b.** Learn the health policies and procedures currently required for centers in British Columbia and participate with staff in their implementation
 - c. Learn the nutrition standards and practices for infant and toddler centers and participate with staff in their implementation

NT	C	rage 3 013				
N:	1.	e Content: The following global ideas guide the design and delivery of this course: Learning from experience is a characteristic of exceptional early childhood educators. Learning				
	1.	in a practicum setting provides opportunities to examine assumptions and explore creative				
		modes of inquiry that are not available in classroom settings.				
	2.	Quality practice in early childhood programs grows out of reflective and interpretive				
	2.	understanding of the connection between research and practice in key developmental areas,				
		such as communication, social competence and peer relationships, play skills and temperament.				
	3.	The family centered care philosophy drives the individualized approach to the care and learning				
	5.	of each child in the program. The collaborative relationship between staff and families depends				
		upon effective communication skills (oral and written), creativity, and flexibility on the part of				
		the early childhood educator.				
	4.	A major priority for early childhood programs is the inclusion of all children.				
	ч. 5.	The effective early childhood educator has positive personal attitudes toward diversity in				
	5.	ethnicity, class, age, race, ability, temperament and culture.				
	6.	Social competence and peer relationships are central features of inclusive programs which aim				
	0.	at helping all children gain the skills they need to make friends.				
	7.	The early childhood educator regularly observes and documents the development of each child's				
		skills and interests as shown in play and social situations. These observations/documentations				
		inform the curriculum planning and serve as a means to communicate with families.				
	8.	Early childhood educators work collaboratively when planning experiences for children.				
	0.	Families and teachers share practical information on ways to individualize routines and				
		practices. Curriculum is based on the child's demonstrated interests, information from the				
		family and mutual support between staff and families.				
	9.	Effective communication is important to the operation of an infant/toddler program. To work				
		effectively in the setting, early childhood educators need to utilize the skills required to establish				
		relationships, communicate information and resolve conflicts.				
0:	Metho	ds of Instruction				
0.		vation of practitioners				
	Participation in program					
		cum seminars				
		ing feedback from center staff and faculty				
		eflection of professional skills using journal, planning forms and practicum booklet				
P:		boks and Materials to be Purchased by Students				
- •	T.B.A					
Q:		of Assessment: This course will conform to Douglas College policy regarding the number and				
Ŷ.		ting of evaluations.				
		s a Mastery/Non-Mastery course.				
		cum evaluation booklet				
		journal				
		ing plans				
		cum project				
R:		Learning Assessment and Recognition.				
1.,		ourse is available for PLAR				
	1 115 0	varies is available tot a flaste				

Course Designer(s) Linda Gregson & Pat Brown

Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar

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