

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ECE 122		Number of Credits: 6 <u>Course credit policy (105)</u>															
Course Full Title: Introductory Practicum																	
Course Short Title:																	
Faculty: Faculty of Professional Studies		Department (or program if no department): CYFS															
Calendar Description: <p>Through selected field site practicum placements and seminars, participants will put ECE theories into practice, document their experiences, and plan and evaluate their learning. This will be done co-operatively with sponsor supervisors, the instructor, and seminar colleagues.</p> <p>Note: Students will require a provincial CYC Schedule B criminal record check (work with children and vulnerable adults).</p>																	
Prerequisites (or NONE):		ECE 100, ECE 101, ECE 102, ECE 103, ECE 120, and ECE 132.															
Corequisites (if applicable, or NONE):		ECE 123, ECE 124, and ECE 125.															
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>180</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>200</td> </tr> </table>		Lecture/seminar hours	20	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	180	Supervised online activities		Other contact hours:		Total hours	200	Grading System <input type="checkbox"/> Letter Grades <input checked="" type="checkbox"/> Credit/No Credit	
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		Maximum enrolment (for information only): 2 sections x 12 Expected Frequency of Course Offerings: annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director		Date approved: April 29, 2021															
Campus-Wide Consultation (CWC)		Date of posting: May 14, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: February 25, 2022															

Learning Outcomes:

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

1. Meet the skills inventory "Competencies in Early Childhood Education", as outlined by the BC Ministry of Education. (<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>)
2. Demonstrate adherence to the ECEBC Code of Ethics. (<https://www.ecebc.ca/resources-merchandise/code-of-ethics>)
3. Demonstrate sensitivity and awareness of diversity within the early learning environment
4. Critically self-reflect on professional practice and feedback by instructor, sponsor teacher, and colleagues
5. Share personal/professional experiences with peers and colleagues in an open and respectful manner

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a provincial practicum required by the Ministry of Child and Family Development.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

- Orientation to practicum
- 180 hour on-site practicum of observing, planning, implementing, and evaluating programming for children
- 20 hours of weekly seminars
- Two site visits by practicum instructor

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	UFV Practicum course pack	<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

Ministry of Education: Competencies in Early Childhood Education Program standards for Early Childhood Settings.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	50%
Midterm exam:	%	Project:	%	Practicum:	50%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary): Weekly journals/activity and curriculum planning/self-reflections

Typical Course Content and Topics

Orientation assignments
 Weekly summary / journals
 Activity plans (art and music focus)
 Aesthetic display
 Learning center report
 Full day plans
 Professionalism / Interpersonal communications (sponsor teachers, on-site staff, children, families, and colleagues)
 Knowing schedules and routines
 Planning and implementing the program
 Guiding children's behaviours
 Diversity and Inclusion in Early Learning Centres
 Working with Indigenous children and families