

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
 COURSE TO BE REVIEWED: January 2013  
*(four years after UPAC approval) (month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 122	ECE / CYC	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Introductory Practicum		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

Through selected field site practicum placements and seminars, participants will put ECE theories into practice, document their experiences, as well as plan and evaluate their learning, co-operatively with sponsor supervisors, the instructor, and seminar colleagues.

PREREQUISITES: ECE 100, ECE 102, ECE 103  
 COREQUISITES: ECE 125  
 PRE or COREQUISITES: ECE 120, ECE 123, ECE 124

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 230

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 200 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: \_\_\_\_\_  
 Expected frequency of course offerings: \_\_\_\_\_  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**  Yes  No  
**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**  Yes  No  
**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  Yes  No

Course designer(s): <u>Gwen Clarke and George Melzer</u>	Date approved: <u>May 28, 2008</u>
Department Head: <u>Christine Puder</u>	Date of meeting: <u>February 08, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>May 28, 2008</u>
Curriculum Committee chair: <u>Gwen Clarke</u>	Date approved: <u>December 10, 2008</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>January 30, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to meet the skills inventory “Competencies in Early Childhood Education”, as outlined by the BC Ministry of Education. The competencies include:  
professionalism / interpersonal communications  
relations with children  
knowing schedules and routines  
planning and implementing the program  
guiding children’s behaviours

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Orientation to practicum  
200 hour practicum of observing, planning, implementing, and evaluating  
30 hours weekly seminar  
2 visits by practicum instructor

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- Examination(s)                       Portfolio assessment                       Interview(s)
- Other (specify):
- PLAR cannot be awarded for this course for the following reason(s): Provincial Practicum requirement.

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Hildebrand, Verna Guiding Young Children  
Ministry of Education Competencies in Early Childhood Education Program Standards for Early Childhood Settings

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

Attendance and active participation in weekly seminars.  
Weekly submission of assignments as outlined to students.  
Satisfactory level of practicum competencies, evaluated in writing by practicum instructors, journal assessments, records kept by students, and assessments submitted by practicum sponsor supervisor.

Grade is either CR or NC

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

Orientation assignments  
Weekly summary / journals  
Activity plans (art and music focus)  
Aesthetic display  
Learning centre report  
Full day plans  
(See student course outlines for more details).