Keyano
COLLEGE

Course Outline

CHILDHOOD STUDIES

ELCC 320A and 321A
Practicum Seminar III, Part I and Part II
Fall, 2014

5 CREDITS (2+3)
200 hours (80 + 120)

INSTRUCTORS: Linda Black and Hope Moffatt

INSTRUCTORS:

Consultant Name: **Hope Moffatt**
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Consultant Name: **Linda Black**
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OFFICE HOURS:

Wednesday 1:00-4:00pm and 5:00-6:00pm
Thursday   4:00-5:00pm

HOURS OF INSTRUCTION:

Weekdays, September 5th to Friday, December 12th, 2014

COURSE DESCRIPTION:

This course is designed to help students translate early childhood theory into developmentally appropriate practice with children. The ability to self-reflect on one's practice through writing and discussion is emphasized.

PRE-REQUISITE(S):

Prerequisite or Co-requisite: ELCC certificate + 4 second year courses

COURSE OUTCOMES:

By the end of this course, students will:

- Recognize and demonstrate the professional attitudes and behavior required for a successful practicum experience.

- Discuss and analyze the components of the practicum experience.

- Become familiar with the Alberta Program of Studies and develop skills and knowledge in adapting educational curriculum to meet the specific needs of students.

- Recognize and display an active understanding of the role of the Educational Assistant within a multidisciplinary team.

REQUIRED RESOURCES:

Bredekamp, S. (Ed.) (1998). *Developmentally appropriate practice in early childhood programs,*
      (revised edition). Washington D.C.: NAEYC.

AND (depending on your practicum setting) EITHER
      Harms, T., Cryer, D., & Clifford, R. (2006). *Infant/Toddler environment rating scale*
(revised edition). New York, NY: Teachers College Press.

OR

      Harms, T., Cryer, D. (2005). *Early childhood environment rating scale* (revised edition).
New York, NY: Teachers College Press.

OR

Harms, T., Clifford, R. (2007). *Family child care environment rating scale* (revised edition). New York, NY: Teachers College Press.

<div align="center">**OR**</div>

Harms, T., Jacobs, E., & White, D. (1996). *School age care environment rating scale.* New York, NY: Teachers College Press.

Recommended:

Articles in *Child Care Information Exchange, Young Children* and other early childhood journals/websites

Access to and use of a digital camera and USB flash drive

TOPICS TO BE COVERED:
Overview:

ELCC 320/321 is a practical course designed for ELCC diploma students who are responsible for planning and implementing programs at any level within an early childhood setting.

Practicum III provides an experience in which understandings and abilities gained in Practica I and II can be further developed and integrated with ELCC diploma coursework. This practicum assists you in continuing to develop the necessary skills, attitude, and knowledge to significantly change your level of expertise and reflection in practice. The ability to be reflective – to think about your interactions with children and plan your next steps – is critical to professional growth. Practicum III will additionally focus on deepening your understanding of developmentally appropriate practice. You will identify achievable goals based on past evaluations and content of recent and present courses.

You will be *strengthening skills that facilitate developmentally appropriate child-centered practice and planning*. **One or more of your goals <u>may</u> address your continued growth in the following areas:**

- Professionalism (ELCC 110/210)
- Taking initiative in program planning (ELCC 110/210, ELCC 102, 123)
- Maintaining a safe and healthy environment (ELCC 110/210 & ELCC 116)
- Communicating with children and adults (ELCC 210/225 & ELCC 105)
- Guiding children's behavior (ELCC 210/225 & ELCC 104)
- Facilitating play and development (ELCC 210/225 & ELCC 106/206)

Related to diploma courses that you are presently taking, you will examine your present practice and **set one or two goals for the following areas**:
- examining and improving program practices from the perspectives of EC ethics and current thought regarding CS issues (ELCC 300)
- identifying and planning for children's special needs (ELCC 301)
- examining your environment and making changes that reflect recommended practices and your program's goals (ELCC 302)
- forming collaborative partnerships and enhancing communication strategies (verbal & written) with families (ELCC 303)
- advocating for families (ELCC 304)
- interpersonal relationship skills (ELCC 305) and teamwork (ELCC 306)

- planning and implementing a child-centered curriculum approach and being able to articulate the particular curriculum model your program has adopted, i.e. the project approach, Pacific Oaks emergent curriculum, Reggio Emilia, High Scope, Montessori (ELCC 307)
- applying the principles of anti-bias curriculum to your program (ELCC 308)
- applying philosophically congruent strategies to supporting children's behaviour, growth and change (ELCC 309)

Practicum III & Practicum IV extend throughout diploma course work to allow students sufficient time to demonstrate the integration of coursework theory and personal practice.

PRACTICUM POLICIES:

1.   In order to register in Practicum III (ELCC 320/321) the student must have completed an Early Learning and Child Care Certificate, be registered or have completed four diploma level courses, and have the consent of the department.

2.   Students are accepted into Practicum III on the basis of academic performance, professional suitability, fitness and conduct.

3.   Students must work directly with children for a minimum of 80 hours during Part 1 of Practicum III (ELCC 320), and 120 hours in Part 2 of Practicum III (ELCC 321). This course answers the question: "Can this student run a program or a centre, using developmentally appropriate practice?" Students must be in a setting that allows them to demonstrate the answer to this question.

4.   Students in supervisory or director's positions, who do not work directly with children for the required number of hours, must demonstrate an acceptable level of proficiency for all practicum objectives. The director will be responsible for training any staff she/he supervises using developmentally appropriate practice.

5.   In order to integrate the practicum component with class content and to share and expand experiences, students will be expected to meet periodically for practicum seminars with the practicum college consultant and with classmates. At least three seminars will be planned for each term.

6.   Students are expected to maintain a high standard of professional conduct. If there is a violation of expected appropriate behaviors or ethics, students may be withdrawn from the practicum. Unprofessional conduct is behavior that causes physical or psychological harm to others or conduct which seriously disrupts the educational activities, services or events of the learning community. A breach of confidentiality is considered unprofessional behavior. Please refer to the Keyano ELCC Practicum protocol.

7.   All holidays recognized by Keyano College will be observed for practicum purposes.

8.   Since a student's work in practicum is the best indicator of her/his understanding of course content, practica have the status of exams in our program. Consequently, failure in Practicum III is a serious matter and will result in the Childhood Studies department reviewing the overall coursework of the student, as well as her/his suitability for continuing in the ELCC diploma program. A student who fails Practicum III will be put on probation. The terms of probation must be met in order for the student to continue in the program.

Performance Requirements:

Assessing and planning for developmentally appropriate practice:
In Practicum III you will be deepening the understanding of developmentally appropriate practice that you began in the certificate year. You will review Bredekamp's *Developmentally Appropriate Practice in Early Childhood Programs* as well as the Harms and Clifford *Environment Rating Scale* that applies to your program situation. You will then **assess your program** and make plans for appropriate changes to your practice based on your own readings and reflections, your consultation with your Keyano College Consultant, your observations, and your discussions with colleagues.

Goals for continuing development:

The initial phase of practicum involves your reflective assessment of your present understandings and skills. Using Developmentally Appropriate Practices, and ITERS, FDHERS, SACERS or ECERS, you will **identify at least three goal areas** for further development. One of these goals must involve your planning skills.
Articulate your goals **in writing using the format provided**, clearly explaining why these are important and appropriate professional goals (your rationale), the method you will use to document your progress and any resources you anticipate needing to accomplish your goals.
Be specific about how you intend to meet your goals. For example, you may need to review course materials from your first year of study, and/or you may identify several specific skills that you are going to put into practice or improve on during the first part of practicum.

Your College Consultant will visit at least three times during the term once your initial goals have been submitted. She will observe and confer with you about your goal work. She may also identify an additional goal area to focus on during the term.

The follow-through on your goals involves demonstration of the targeted skills/understandings *and your record-keeping*. Your dated records will document examples of your goal work as well as your continuing reflections. You will **submit your written work to your college consultant at least three times during the term.**

EVALUATION:

Work toward your goals will be documented in whatever manner you outlined in your Goals and Action Plans. Final assessment will be a combination of: (1) the documented record of your work toward your goals, (2) your College Consultant's observations, (3) feedback from colleagues and/or supervisors (if applicable), and (4) your own self-assessments.

** Please note: Practica in Early Learning and Child Care programs are measured on a **Pass/Fail** basis.

MOODLE

Go to http://ilearn.keyano.ca

This course is supported through Moodle Login information will be provided by your instructor. For further instructions please see the Moodle handout.

EVALUATION:

KEYANO COLLEGE

EARLY LEARNING & CHILD CARE

<u>DIPLOMA PRACTICUM RECORD-KEEPING</u>

While the diploma practicum experience is very individualized, there is a framework within which we must operate. That framework includes attendance at seminars, speedy formulation of goals, consistent record-keeping of efforts towards those goals, observation by and consultation with your College Consultant, and regular submission of your documentation to your College Consultant.

Each term, your practicum experience will begin with a group seminar to help you develop your goals for the current semester.

This semester, you will submit your (at least) 3 written goal statements. Following the same format as the next page, you will identify:

(1) The broad goal category, i.e., programming, environments, anti-bias, relationships with families, etc. (1 goal <u>must</u> be in Programming category)

(2) Each specific goal and action items, (what <u>specifically</u> are you going to do? Remember: SMART – i.e. Specific, Measurable, Achievable, Realistic, Time-Bound)

(3) The rationale (why?) for choosing that goal, (from your own self-reflections and interests, feedback from supervisors/College consultant/children & parents, class experiences and readings, needs of program)

(4) Your plan for how you will document your progress towards that goal - both the format (how?), and the timelines (when? How often?)

(5) What resources you will require in order to achieve your goals (what else?)

You will submit these records, as well as any additional documentation sheets at each seminar (or when requested by your College Consultant) – We will aim for 3 short seminars this semester. Dates and times will be established at first seminar.

Broad area	
Goal + specific action plan: (what <u>specifically</u> are you going to do? Remember: SMART – i.e. Specific, Measurable, Achievable, Realistic, Time-Bound)	
Rationale: (why did you choose this goal?)	

Plan for documentation of your progress toward this goal: both the format (how?), and the timelines (when? How often?)	
Resources required:	

NOTE!! If you quote information or ideas that are not general knowledge, you MUST provide correct documentation. Failure to do so is **PLAGIARISM**. Plagiarism is literary theft and is a serious offence.

Seminar (EA 125) is evaluated on a pass or fail basis. A student must succeed in both Practicum I (EA 110) and Practicum Seminar I (EA 125) in order to receive a passing grade in both.
In accordance with Keyano College policy, Practicum courses are a PASS/FAIL course.

PERFORMANCE REQUIREMENTS:

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust overall student workload based on class consensus.

The department performance requirements (revised 2014) regarding student evaluation states that:

- Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignment will considered late.

- Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date. In addition, a signed request for extension, including the extenuating circumstances must be submitted at that time or as soon as possible.

- For assignments that are late without written permission:

- a grade will be deducted for assignments up to 3 days late. e.g. a B assignment will become a B-

- an additional grade will be deducted for assignments that are 4 – 7 days late; ie: An assignment with a grade of B now becomes a C+

- no assignments will be accepted after 1 week past the due date.

- ***No assignments will be accepted after the beginning of the class on final date of the course. The final due date for this course is December 12, 2014***

- Since final exams are not a component of ELCC or EA courses and because learning is participatory, attendance and participation are part of the course grade. ***80% attendance and word-processed assignments when required by the instructor, are necessary to achieve a final grade of B or higher in ELCC and EA courses.***

- A grade of B on an assignment recognizes that the student has met the basic requirements and knows the applicable content thoroughly enough to be able to apply it. A grade of less than B brings attention to the student that there are gaps in understanding the content and skills required for that assignment. Students should use the criteria for assignments to guide assignment work.

- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The student's assignment is above the basic requirements.

Students who do not complete all the required work should not expect to pass the course.
Students should consult:

http://keyano.ca/current-students/students/exams

IMPORTANT DATES for Fall, 2014:

September	
Tuesday, 2	Orientation day
Wednesday, 3	Fall semester begins
Tuesday, 9	Last day to add courses for academic programs
	Tuition for Fall semester is due. Late fee of $100 charged on any outstanding balance after this date
Tuesday, 16	Last day to drop courses for academic programs. Last day to waive health and dental benefits.
Tuesday, 30	Fall Awards application deadline
October	
Friday, 10	Last day to withdraw from courses with 50% refund of tuition fees.
Monday, 13	Thanksgiving Day, ***College closed.***
Friday, 24	Last Day to withdraw from courses without academic penalty
November	
Tuesday, 11	Remembrance Day, ***No classes***
Thursday, 25	

	Keyano College Student Awards ceremony
December Friday, 12	Last day of Classes for Childhood Studies programs.
Wednesday, 21	Fall grades due to Registrar by 4:30 p.m. ***Winter term Classes resume on Monday, January 5, 2015**

COLLEGE POLICIES

Equality, Equity and Respect

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:
http://keyano.ca/current-students/individual-rights

Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

Student Rights & Responsibilities

Students should consult the Keyano College Credit Calendar or online at:
http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar1112-10-full.pdf

Specialized Supports and Duty to Accommodate

Disability Support Services: Learner Assistance Program

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate
Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

Course Outline

CHILDHOOD STUDIES

ELCC 320A and ELCC 321A
Practicum III, Part I and Part II
Fall, 2014

5 CREDITS
200 hours

_____   _____
Linda Black, Instructor   **Date**

_____   _____
Hope Moffatt, Instructor   **Date**

Reviewed and approved by:

_____   _____
Vincella Thompson, Dean   **Date**