



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – WINTER 2012

CD 2145 A3 PRACTICUM IV - 5(0-2-15) 254 HOURS 15 WEEKS

INSTRUCTOR: Theresa Suderman **PHONE:** 780 – 539 - 2041
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OFFICE HOURS: [Click here to enter text.](#)

PREREQUISITE(S)/COREQUISITE: All first and second year courses in the Early Learning and Child Care Diploma program and a standard first aid certificate or consent of the Department.

REQUIRED TEXT/RESOURCE MATERIALS:

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (third edition). Washington, D.C.: National Association for the Education of Young Children.

CD 2145 Practicum Guidelines

**There may be additional costs incurred for photocopying and materials for presentation assignments

CALENDAR DESCRIPTION: Students will attend weekly seminars throughout the semester in preparation and support of this practicum. Students will design and operate an eight week program for preschool children. With the support of program instructors, students will be responsible for all aspects of a program for young children and their families.

CREDIT/CONTACT HOURS: 5

DELIVERY MODE(S): Lecture, discussion, small group work and video taping of the student's interactions with young children.

OBJECTIVES (OPTIONAL): Upon successful completion of this practicum, the student will demonstrate:

- 1) the ability to develop a positive rapport with young children.
- 2) the ability to interact with children in a nurturing and supportive manner.
- 3) the ability to use a positive approach to setting and maintaining limits.
- 4) the ability to effectively support children to develop autonomy and initiative.
- 5) practices that ensure the nutritional health, and safety needs of young children..
- 6) the ability to facilitate, extend and enrich children's play in a variety of curriculum areas.
- 7) the ability to establish and maintain a physical environment for young children which is aesthetically pleasing and developmentally appropriate.
- 8) an understanding of the use of the physical environment as the third teacher.
- 9) the ability to plan curriculum that supports children's development in all areas.
- 10) the ability to effectively plan, implement and evaluate experiences, learning centres and group times based on the observed developmental needs and interests of the children with whom he/she is working.
- 11) the ability to communicate effectively and work collaboratively with other adults in the program.
- 12) the ability to communicate effectively and develop a positive relationship with the parents in the program.
- 13) professional behaviour in regard to attendance, punctuality, confidentiality, and dress.
- 14) competence in assessing his/her professional strengths and the ability to identify areas for professional growth.

TRANSFERABILITY:

N/A

GRADING CRITERIA:

Credit/ No Credit

A midterm and final evaluation will be completed on each student during this eight week practicum

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS: None

STUDENT RESPONSIBILITIES:

College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to page GPRC College calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE: The seminar schedule is based on the planning and implementation of an eight week program for young children. It evolves according to the needs of the students who are completing the practicum each year, as well as the tasks required for the preparation leading up to the start of each program.