

Thompson Rivers University campuses are on the ancestral lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúlecw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Syilx peoples.

ECED 1200 – 01 Syllabus

Practicum 1 – Developing Relationships with Children (0,2,10) - 4 credits

Term: F 26

Day/Time: R 1:00-3:30

Building/Room: EC 107

Instructor: Karolyn Hendra, Kathleen Kummen

Email: khendra@tru.ca, kkummen@tru.ca

Phone: 250-320-0398, 778-839-1390

Office Location: EC 153, EC 155

Office Hours: by appointment

- **Student Absences:** If you are unable to attend class, please do the following:
 - Send the instructor(s) an email (See contact info above)
 - Check the Moodle site for any missed assignments.
- **Please note** that it is students' responsibility to keep up with course work and complete assignments in a timely manner.
- **Instructor Absences:** If one instructor is unable to attend seminar, students will attend class as scheduled. If both instructors are ill/unable to attend class, they will do the following:
 - Send the class an announcement via Moodle.
 - Post instructions on the course Moodle site.
- **Please check** your myTRU email and Moodle regularly to see announcements.

Calendar Description

This is an innovative field practice course designed to allow students to apply the knowledge, skills and attitudes required to become an effective educator of young children. Students have repeated opportunities to practice observation and documentation techniques, prepare the learning environment, develop relationships with children, and guide behavior with the mentorship of early childhood educators and a practicum instructor. Students integrate theoretical knowledge, use reflective practice and demonstrate professional conduct.

Course Description

ECED 1200: Practicum One offers supervised practical experience within a licensed early learning program. Under the guidance of a TRU faculty instructor and a mentor educator, students apply theoretical knowledge to develop foundational skills as early childhood educators. Students examine the role of the educator, the development of professional relationships, and the practice of reflective observation and documentation. Emphasis is placed on relationship-based, inclusive, and culturally responsive practices, grounded in professional ethics, relevant legislation, human rights agreements and frameworks, and current research. Students investigate learning conditions in both outdoor and indoor environments, analyze pedagogical approaches, and deepen their understanding of Indigenous perspectives, protocols, and local contexts. Through observation and reflection, the course explores pedagogies that support living inquiries, relational learning, and collaborative knowledge-making within human and more-than-human contexts.

All students are required to maintain professional behaviour, as outlined in the ECEBC's Code of Ethics, throughout their participation in this course and practicum. Thompson Rivers University is dedicated to fostering a respectful, inclusive, and supportive learning environment. Students are expected to engage in conduct that contributes positively to the classroom community. Expectations include:

- Communicating respectfully with peers and instructors
- Listening actively and making space for diverse perspectives
- Using appropriate language in all discussions and interactions
- Contributing to a safe and welcoming environment for all participants

Behaviour that undermines the dignity or safety of others, including disruptive, disrespectful, or inappropriate conduct, will not be tolerated and may be subject to university policies.

Educational Objectives/Learning Outcomes

Upon successful completion of this course, students will:

1. Build positive relationships with children, TRU Faculty, sponsor educators and peers
2. Learn and practice appropriate communication with children, early childhood educators and faculty
3. Observe, document and reflect in order to learn about children and appropriate ECE practice in both on-campus and in community-based programs
4. Learn and practice the early childhood educator's role in promoting learning through play and in-depth projects with groups of children
5. Demonstrate effective guidance strategies with both individual and groups of children
6. Develop an ability to plan, prepare, implement, document and evaluate learning environments that are based on observations, an emergent curriculum approach, children's interests and are developmentally appropriate for young children.
7. Develop skills working with groups of young children; maintaining children's interest, promoting interaction and providing children with a choice about their involvement when appropriate.
8. Accept and act on constructive feedback
9. Display professional behavior especially related to conduct and professional communication with TRU Faculty, sponsor educators and peers as guided by the ECEBC Code of Ethics and the TRU ECE program.

Prerequisites

Admission to the Early Childhood Education Program

Co-Requisites

ECED 1320-Child Guidance and
ECED 1350-Introduction to Program Planning

Required Texts/Materials/Activities

The British Columbia Early Learning Framework (2019)

Indigenous Early Learning Frameworks (2018)

The ECEBC Code of Ethics (2021)

BC Child Care Licensing Regulation (2007)

BC Child Care Sector Competencies (2001)

ECEBC Position Papers: The Role of the Educator & Statement on Inclusion

ECEBC Student Membership

You may also wish to purchase a copy of the APA style guide (7th edition), available through the TRU campus bookstore. Should you need additional clarification, The Concise APA Handbook: 7th Edition is available as a digital copy through the TRU library.

Required class supplies:

1. STAEDTLER Colored Pencils, Premium Quality Extruded Coloring Pencils with Break-Resistant Lead, Box of 24
2. Staedtler Karat Premium Quality Soft Pastel Chalks Set of 12 colors in Heavy-Duty Cardboard Storage Case
3. Sharpie Permanent Markers, Ultra Fine Point, Black, 12 Count
4. STAEDTLER Mars Lumograph Graphite Artist Sketch Set, 6 Degrees (6B, 4B, 2B, B, HB, 2H), Mini Mars Plastic Eraser, Metal Sharpener 61 100C8LU (please bring with you to the orientation on September 3rd and 4th)
5. Opus Paperback Sketchbook 8.5" 12" and 4" x 5" (please bring with you to the orientation on September 3rd and 4th)
6. Digital Camera for example with 64GB Card Autofocus 2.7K 48MP Kids Camera with 16X Zoom Anti Shake 2 Batteries, Compact Portable Small Point and Shoot Digital Cameras or you may want an expensive one with video function
7. One roll of painter's tape 8. Large display board 9. A 36' x 48' Tri-fold foam presentation board

Attendance

TRU recognizes the importance of student attendance and participation to success in a student's course or program of study.

1. Students are expected to regularly attend lectures, labs, tutorial and seminar sessions for which they are enrolled. Admission may be refused for lateness, class misconduct or failure to complete required work.
2. In normal circumstances students absent for more than 10% (2 classes) will be considered to have withdrawn. A **DNC** will be recorded for the final grade.

Student Evaluation & Assessment

The following will be completed to receive a grade of COM for this course.

Attendance in weekly seminar classes. Seminar hours are required by the BC ECE Registry. Missed Seminar and practicum hours must be made up. Make-up schedules must be approved by the instructor/practica coordinator. Note: No classes or practicum hours on Stat Holidays or during Term Break	COM/NCG
Special events: Student Mentor Meet & Greet: Oct 29, 2026 6:00-8:00 (set-up crew 5:30-8:00 and clean-up crew 6:00-8:30. Students will sign up for set-up or clean-up on the Moodle sign-up sheet) Other special events may be scheduled outside of regular class time. These events will be announced as soon as they are confirmed. Students may receive time in lieu as practicum seminar hours if the event exceeds the required course hours. Attendance is required.	COM/NCG
Assignments: Seminar Contributions/In class activities (26 practicum hrs.) Observation Assignment: Practicum (10 practicum hrs.) Documentation/Notes etc. Evaluation: Self Mentor Instructor	COM/NCG COM/NCG COM/NCG COM/NCG COM/NCG
Practicum on-the-floor hours totaling 74 (including 10 hours observation assignment)	COM/NCG
Total practicum hours: 26 seminar hrs.+74 on-the-floor hrs. =100 hrs.	COM/NCG

Use of GenAI in Coursework

Students have a responsibility to transparently state and highlight where and how they've used generative artificial intelligence (GenAI) in their course work. Instructors also have a responsibility to state clearly and explicitly where they are using GenAI in the design and delivery of their courses. Students should check the course outline and assignment descriptions to make sure they understand their instructor's rules for GenAI use, which may vary from assignment to assignment, and from course to course, depending on the instructor and course learning outcomes. Importantly, some instructors may not permit the use of GenAI for coursework or individual assignments. Students may use AI tools (e.g., ChatGPT, Grammarly, co-pilot, or other generative technologies) to support their learning, with the permission of their instructor, but they must be responsible, transparent, and follow the academic integrity standards of the university outlined in policy [ED 5-0 Academic Integrity](#). If AI tools are used in preparing assignments, projects, or other academic work, students must disclose and document how they used the tools (e.g., in a note, citation, or appendix). Undisclosed or inappropriate reliance on GenAI tools will be considered a breach of academic integrity, similar to plagiarism or fabrication. Students are responsible for understanding these rules or seeking clarity if they're unsure.

Topics Covered/Course Content

Date	Topic/Activity
Oct 8	Seminar Course/Assignment Overview
Oct 15	Panel Discussion: Practicum Expectations Q&A Due: Post panel written reflection
Oct 16	Observation 1: 9:00-11:00
Oct 22	Seminar
Oct 29	Seminar: Re:materia 1- Due: Notes/Documentation Student Mentor Meet and Greet 6:00-8:00pm (*See Set-up/Clean-up sign-up sheet in Moodle)
Oct 30	Observation 2: 9:00-11:00
Nov 5	Seminar: Re:materia 2 Due: Notes/Documentation
Nov 6	Observation 3: 9:00-11:00
Nov 11	No Classes Statutory Holiday
Nov 12,13	No Classes Mid Term Break
Nov 19	Seminar: Re:materia 3 Due: Final Notes/Documentation
Nov 20	Observation 4: 9:00-11:00
Nov 26	Seminar
Dec 3	Seminar
Dec 4	Practicum Day 1 Observation 4: 8:00-4:00
Dec 10-18	Practicum Days M-F 8:00-16:30 (includes 1/2hr break = 8hr/day)

Special Course Activities

Special Event: Student Mentor Meet & Greet Oct 29, 2026, 6:00-8:00

Guest Speakers Oct 15 Panel Discussion with Executive Directors

Methods for Prior Learning Assessment and Recognition

As per TRU policy ED 2-0, available at [www.tru.ca/ shared/assets/PLAR5678.pdf](http://www.tru.ca/shared/assets/PLAR5678.pdf)

Use of Technology

There is a Moodle site established for this course. Course materials including readings, course syllabus, assignment descriptions, lecture notes, and other supplementary content will be accessible via Moodle. Students will also be required to access the TRU library throughout the course.

MS Teams will be used for virtual meetings and virtual class in case of instructor absence.

Students are reminded that a lecture is considered the intellectual property of the instructor and is subject to privacy guidelines. If students wish to tape-record,

photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand.

Students should think carefully before using Artificial Intelligence (AI) writing tools that generate thinking, such as Large Language Models (LLMs). If you are unsure, please talk to your instructor or refer to the university's Student Academic Integrity policy (link at the bottom of this document).

Grading

This course is graded as Complete or No Credit Granted.

Complete (COM)	This grade is assigned if the student successfully completes all practica components (written and practical)
No credit granted (NCG)	This grade is assigned if the student does not successfully complete all practica components (written and practical).

For further information, refer to TRU policy ED 3-5 available at:
https://www.tru.ca/_shared/assets/Grading_Systems5647.pdf

Educational Policies

All TRU courses must comply with official TRU Policies.

The policies identified below contain important information about student responsibilities in this course.

Policy BRD 10-0	Academic Accommodation and Services for Students with Disabilities
Policy ED 3-1	Student Attendance
Policy ED 3-9	Examinations
Policy ED 4-0	Student Academic Appeals
Policy ED 5-0	Student Academic Integrity

These policies can be found at www.tru.ca/policy.html, along with the full list of TRU policies.

ECED 1200 Practicum 1

Assignment Criteria

Criminal Record Check

Prior to practicum start date students must have a criminal record check clearance on file with TRU. Students will be given instructions to complete the required application. Students without a clearance are required to delay practicum until it is completed.

Practicum Request/Agreements Form

Students will fill in the form found at the top of the ECED 1200 Moodle page. Upon completion of this form students will be placed in their ECED 1200 Practicum 1 placement. This placement will be the same placement for each of the three practica in the ECE Diploma Program unless otherwise notified. **NOTE:** Students cannot request a specific placement and must be prepared to travel to and from their placement for the duration of their placement.

Student File

Students will prepare a student file that will always be on-site with them while in practicum. It is recommended that students and mentors find a place on site to keep the file such as a cupboard or file drawer. Students are responsible to ensure they have it available for review by staff, instructor or Licensing officer when requested. Students will use the Student File Checklist located on the TRU ECE Practica website.

Intro Poster

Students will create an intro poster using the criteria found on the TRU ECE Practica website. These posters will be ready to give to practicum mentors at the Student Mentor Meet and Greet Oct 27.

Daily Hours Tracking Form

Students will complete the Daily Hours Tracking Form for each day they attend practicum noting start/finish and break times. These forms will be signed off each day by the mentor educator/designate. Completed forms including student's name, mentor's name, dates, daily hours, and hours total (bottom of form) will be submitted in the drop box **Daily Hours Tracking Form** under **Assignment Criteria and Submission Drop Boxes** at the bottom of the page.

Observation Assignment Due Dec 6

Upon completion of 10 hours of practicum observation prior to practicum start date, students will submit the observation assignment to the ECED 1200 Moodle Drop Box

Observation Assignment. Criteria and the submission drop box for this assignment can be found under **Assignment Criteria and Submission Drop Boxes** at the bottom of the page.

Students will receive a mark of COM or NCG based on the following rubric

	COM (5) Exceeds Criteria	COM (4) Meets Criteria	COM (3) Minimally Meets Criteria	NCG (0) Does not meet Criteria
Participation	Observations are completed and submitted on/ before due date.	Observations are completed and submitted on/ before due date.	Observations are completed and submitted on/ before due date.	Observations are incomplete and/or submitted after the due date.
Observations	Observations demonstrate paying close attention, noticing, and connection to class learning/ discussions. Poses thoughtful questions and ideas that generate diverse thinking, ideas and discussion. Writing is supported by connections to readings class discussion and observation examples.	Observations demonstrate paying close attention, noticing, and connection to class learning/ discussions. Poses thoughtful questions and ideas Writing is supported by connections to readings class discussion and observation examples.	Observations demonstrate some attention, noticing, and connection to class learning/ discussions. Poses limited questions and/or ideas Writing is supported by a few connections to readings, class discussion and/or observation examples.	Observations do not demonstrate attention, noticing, and connection to class learning/ discussions. Writing is not supported by connections to readings class discussion and/or observation examples.
Writing	Writing is succinct, supported and specific to the observation topic.	Writing is succinct, supported and specific to the observation topic. Minor errors/ omissions	Writing is vague, with little support Strays from observation topic. Errors/ Omissions impact readability	Writing is vague, with no support Strays from observation topic. Errors/ Omissions impact readability

Student Feedback Form

At the midpoint of practicum hours mentor educators will complete the Student Feedback form located on the TRU ECE Practica website and meet with students to discuss and make plans for the remaining practicum hours. Student Feedback Forms will be submitted to the drop box **Student Feedback Form** found under **Assignment Criteria and Submission Drop Boxes** at the bottom of the page.

Mentor/Instructor Evaluation

Students will set up a time regularly during practicum to discuss progress, plans and goals. Upon completion of practicum hours mentor educators will complete the ECED 1200 Final Evaluation Form located on the TRU ECE Practica website. Students will submit the completed (signed, dated) evaluation form to the ECED 1200 Moodle Drop box found under **Assignment Criteria and Submission Drop Boxes** at the bottom of the page.

Notes/In-class assignments

Notes and in-class assignments will be completed in class. Students are responsible to have writing materials, paper etc. in preparation for each classes' activities. Students will:

- write notes/responses to in-class prompts during class time using paper and pen/pencil
 - take a photo to upload to the corresponding drop box
 - and submit the written notes/responses (hardcopy) to the instructor
-
- **Reflection 1:** Panel Discussion Oct 15
 - **Notes/Observations:** Re:materia Oct 29, Nov 5, Nov 19
 - **Self-Evaluation:** Due Dec 17

Reflections/Self Evaluations will be graded as COM using the following rubric

	COM (8-10) Exceeds Criteria	COM (7-8) Meets Criteria	COM (6-7) Minimally Meets Criteria	NCG (0-5) Does not meet Criteria
Participation	Reflections are completed and submitted on/ before due date.	Reflections are completed and submitted on/ before due date.	Reflections are completed and submitted on/ before due date.	Reflections are incomplete and/or submitted after the due date.
Responses	Reflections demonstrate engagement/ learning and contribution to class discussions. Poses thoughtful questions and ideas that generate diverse thinking, ideas and discussion. Writing is supported by connections to	Reflections demonstrate engagement/ learning and contribution to class discussions. Poses thoughtful questions and ideas Writing is supported by connections to readings class discussion and/or real-life examples.	Reflections demonstrate some engagement/ learning response to class discussions. Poses limited questions and/or ideas Writing is supported by a few connections to readings, class discussion and/or	Reflections do not demonstrate engagement/ learning and/or contribution to class discussions. Writing is not supported by connections to readings class discussion and/or real-life examples. Errors/omissions impact readability

	readings class discussion and real-life examples.	Minor errors/omissions do not impact readability	real-life examples. Errors/omissions may impact readability	
Writing	Writing is succinct, supported and specific to the reflection topic.	Writing is succinct, supported and specific to the reflection topic. Minor errors/omissions	Writing is vague, with little support Strays from reflection topic. Errors/Omissions impact readability	Writing is vague, with no support Strays from reflection topic. Errors/Omissions impact readability