



Capital College

Student Handbook

Early Childhood Education Program

4400 Hazelbridge Way Unit 540
Richmond, B.C. V6X 3R8

TEL: 604-270-7426 FAX: 604-270-7476

www.capitalcollege.ca
info@capitalcollege.ca

Name of Student: _____

ECE Student Handbook
CODE OF ETHICS

As part of the Capital College, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other. We will do whatever is within our talents and capacity to protect the rights of each person to have the freedom and opportunity to develop his/her full potential.

Early Childhood Educators work with one of society's most vulnerable groups-young children. The quality of the interactions between young children and their caregivers has a significant, enduring impact on the children's lives. Early Childhood Educators accept their ethical obligations to the children and families they serve as both represent our society's future*

* There are eight (8) principles of code that adhere to:

- Early Childhood Educators promote the health and wellbeing of all children.
- Early Childhood Educators use developmentally appropriate practices when working with all children.
- Early Childhood Educators demonstrate caring for all children in all aspects of their practice.
- Early Childhood Educators work in partnership with parents, supporting them in meeting their responsibilities to their children.
- Early Childhood Educators work in ways that enhance human dignity.
- Early Childhood Educators pursue, on an ongoing basis, the knowledge, skills, and self-awareness needed to be professionally competent.
- Early Childhood Educators demonstrate integrity in all of their professional relationships*

* *Adopted from the Early Childhood Educators of British Columbia Code of Ethics document**

ECE Student Handbook

TABLE OF CONTENTS

ABOUT THIS HANDBOOK..... 3

ABOUT CAPITAL COLLEGE..... 3

MISSION STATEMENT 4

PROGRAM DESCRIPTION 4

PROGRAM OBJECTIVE AND COURSE OUTLINE 9

ADMISSION POLICY 17

TRANSFER CREDIT POLICY 18

ATTENDANCE POLICY 19

GRADING POLICY..... 21

DISCIPLINE AND DISMISSAL POLICY 28

WITHDRAWAL AND REFUND POLICY 30

PRIVACY POLICY 31

NON-DISCRIMINATION POLICY..... 32

HEALTH AND SAFETY POLICY 32

GRADUATION POLICY..... 33

ECE STUDENT HANDBOOK ACKNOWLEDGEMENT 34

APPENDIX G-1: STAFF AND FACULTY INFORMATION 35

APPENDIX G-2: REQUIRED TEXTBOOK PURCHASING AGREEMENT 37

APPENDIX G-3: OFFICIAL DOCUMENT REQUEST FORM 38

APPENDIX G-4: CONFIRMATION OF ADMISSION REQUIRED DOCUMENTS 39

APPENDIX G-5: TRANSFER CREDIT APPLICATION..... 40

APPENDIX G-6: CHANGE OF STATUS..... 41

APPENDIX G-7: ABSENCE FORM 42

APPENDIX G-8: COMPLAINT/ CONCERN NOTIFICATION..... 43

APPENDIX G-9: NOTICE OF REFUND 44

APPENDIX G-10: GRADUATE QUESTIONNAIRE..... 45

APPENDIX G-11: GRADUATE PLACEMENT FORM 47

APPENDIX P-1: PRACTICUM HOST CENTRE LIST 48

APPENDIX P-2: ECE PRACTICUM PLACEMENT LETTER..... 49

APPENDIX P-3: ECE PRACTICUM PLACE HOST AGREEMENT – PRACTICUM __ 51

APPENDIX P-4: COURTESIES FOR OBSERVING AT CHILD CARE CENTER..... 52

APPENDIX P-5: INTRODUCTION LETTER FOR OBSERVATION..... 53

ECE Student Handbook
ABOUT THIS HANDBOOK

This Handbook contains detailed information regarding the Early Childhood Education Program. However, it does not replace the formal and informal meetings we shall have as a group and individually to discuss issues and concerns. The students for this program are required to read over the entire handbook and sign the “ECE Student Handbook Acknowledgement”.

ABOUT CAPITAL COLLEGE

Capital College
4400 Hazelbridge Way, Unit 540
Richmond, B.C.
V6X 3R8

Telephone 604-270-7426
Fax 604-270-7476
E-mail info@capitalcollege.ca
Website www.capitalcollege.ca

Business Hours

The college business hours at main campus are from 10:30 AM to 6:00 PM Monday through Friday. The location is closed on weekends, and Canadian statutory holidays.

Corporate Structure

Capital College is a registered British Columbia corporation with a board of directors:

Officials	<i>Main Campus – Richmond</i>	
	Director of Communication	Jonathan Colvin
	Senior Educational Administrator	Dr. Kristophe Kubinski
	Program Director	Jackie Hsieh
	Practicum Supervisor	Margie Lal
	Administrative Assistant	Yana Veklych

*The Officials information may be found at the “Staff and Faculty Information” (see Appendix G-1)

Facilities and Location

Capital College is located at 4400 Hazelbridge Way Unit 540, Richmond, B.C. Academic classes will be conducted at the above location; there may be off-site field trips. The facility has three classrooms with 358 and 240 square feet (ground floor) and 495 square feet (second floor). In addition, a resource library, washrooms, meeting room, office, storage rooms and dining rooms are available.

The location is close to bus stop, sky train stations, shopping and food areas. The class size for the program is limited to 20 students on the ground floor and 25 students on the second floor.

PTIB – Designated

Capital College is designated by the Ministry of Advanced Education Private Training Institutions Branch (PTIB). (604) 569-0033 or 1-800-661-7441. Website: www.privatetraininginstitutions.gov.bc.ca

ECE Student Handbook

MISSION STATEMENT

It is our mission here at Capital College to provide the opportunity for an exceptional and quality education to all of our diverse students. With this in mind, Capital College offering a wide range of programs to train students to become successful professionals in their future education careers and to contribute significantly to their local, national, and global communities.

PROGRAM DESCRIPTION

Program Summary

The Early Childhood Teacher Education Program is comprised of 480 in-class instructional hours at the campus and 434 practicum hours at ECE childcare centres. Maximum student to instructor ratio is 25:1.

The program offers 10 courses which helps the students to build up solid knowledge in early childhood education philosophies and practical experience to become a competent early childhood educator.

Course Cycle

The course cycle usually begins in the spring and extends to the last Friday of June the following year.

Child Care Sector Occupational Competencies

The objectives found in the coursework support the student in meeting the competencies required for the successful completion of the Early Childhood Education Program. Please refer to the Course Syllabus for details.

Please note that the items in parenthesis are references to requirements described in the occupational competencies document and used by the Province of British Columbia's Early Childhood Education Registry to determine course completion requirements.

Practicum competencies are cumulative and progressive – each practicum concentrates attention on an increasingly complex series of competencies that require an increasingly comprehensive understanding of the principles of child development and of developmentally appropriate practice.

Certification

A Certificate of Completion is conferred by the College upon successful completion of the program requirements. Successful completion is defined by meeting all the requirements for each course in attendance with a passing grade, and having no outstanding fee.

Student Rights and Responsibilities

1. PAYMENT – Students must satisfy their financial obligations to the program.
2. KNOWLEDGE OF POLICIES AND REQUIREMENTS – Students are responsible for determining and fulfilling all requirements. Instructors and administration staff are available to answer any queries.
3. PREPARATION – The curriculum manuals are required for the program; the students are also required to purchase their own textbooks and personal materials equipment materials required by the program. By signing the “Required Textbook Purchasing Agreement” (Appendix G-2) the students agree to have the required textbook(s) ready for the class, students who attend a class without the textbook(s) will be marked as absent and may be required to withdraw from the course.

A. Required Textbooks.

- Child Development (3rd Canadian Edition) by Laura E. Berk & William I. Roberts
- Safe and Healthy Children's Environments by Ingrid Crowther
- Beginnings and Beyond, Foundations in Early Childhood (8th Edition) by Ann Miles Gordon and Kathryn Williams Browne.
- Play (Rev. Pathways to Play) by Sandra Heidemann and Deborah Hewitt
- Empowering Children: Play-Based Curriculum for Lifelong Learning (4th Edition) by Dale Shipley
- Authentic Childhood Experiencing Reggio Emilia (3rd Canadian Edition) by Susan Fraser
- Positive Child Guidance (6th Edition) by Darla Ferris Miller
- Partnerships: Families and Communities in Early Childhood (4th Canadian Edition) by Lynn Wilson

ECE Student Handbook

4. SPECIAL CIRCUMSTANCES – Students have a responsibility to inform the instructor if they require any course adaptations due to learning differences or life situations. Every effort will be made to accommodate individual learning styles or other special situations.
5. COMMUNICATION – It is the student's responsibility to inform the instructor if opportunities for learning are not being provided within the classroom or at the practicum site.
6. RIGHT – It is the responsibility of the student to initiate grievance procedures according to the dispute resolution policy.
7. GRIEVANCE – It is the student's right to initiate a grievance procedure according to the dispute resolution policy in situations that warrant it.
8. COMPLETION OF PROGRAM REQUIREMENTS – To graduate, the student must complete all requirements including, but not limited to,
 - A. Curriculum Courses: requirements, assignments, and attendance.
 - B. Practicum: seminars, assignments (including: observations, journals, activity plans, and attendance).
 - C. Graduation: attendance to ceremony and project exhibition.
9. FINAL EVALUATIONS – The student must satisfactorily complete written and practical evaluations for both academic and practicum components.

Time Limit: Students must satisfactorily complete all course requirements – academic, practicum, and financial – within a two-year period following the course's official beginning of the academic phase for which the student was enrolled.
10. STUDENT ASSESSMENT OF INSTRUCTOR AND PROGRAM - Student assessment of the instructor and program is done following the completion of each curriculum area.

Student Code of Conduct

Capital College expects students to meet and adhere to a code of conduct while completing a program of study. The list below provides an outline that all students are expected to follow. Students should request clarification from the administrative staff if they have any questions.

"Student" includes prospective students as well as those currently registered or enrolled in any programs any place involved with course of study including, but not limit to, campuses, practicum sites and childcare centres for observation purposes.

1. Promptness – is expected at the beginning of class and after each break.
2. Appropriate dress/ Dress Code – Students are expected to dress professionally as an early childhood educator would or as prescribed by the practicum site. Bare feet or thongs are prohibited due to insurance regulations. It is suggested that students avoid wearing clothing that is revealing, or that exhibits inappropriate graffiti or insignia.
3. Respectful demeanour – Students are expected to conduct themselves respectfully during classes. Overlapping conversations during class time are disruptive to the learning community and should be avoided.
 - A. Students are expected to maintain a professional demeanour throughout the program. If a situation arises the Director of Student Affairs shall speak to the student involved to establish an understanding of acceptable behaviour. If this does not resolve the issue, the Program Director will meet with faculty to decide appropriate action.
 - B. Unprofessional behaviour is unacceptable.
 - C. **Respect** is a key component of Capital College philosophy.
 - 1) During the instructional hours at the campus, if you wish to share an idea, please do so with the whole group. Side chatter and commentary are disruptive to everyone.
 - 2) During the practicum hours at the practicum site or any childcare centre observing, do not engage in discussion with the teacher. If there is something to discuss, then share it with the teacher at the appropriate time.
 - D. Eating and drinking is permitted during class with tray, however no food or drink is allowed on the shelf. It is encouraged that the students take advantage of the dining room and/or the outdoor areas when the weather permits. Students are responsible to clean up after themselves if eating and/or drinking in the classroom.
 - E. Students should *take turns to help clean up immediately after using the dining room, washroom and classroom*. All the garbage should be put away in the garbage bin in the dining room. Classroom tabletop should be cleaned before leaving the classroom at the end of class.
 - F. **Cell phones need to be TURNED OFF or put on VIBRATE during class.**

ECE Student Handbook

- G. Students must respect the instructors and other students.
 - H. Students should **always keep the learning environment clean and tidy**. *Smoking and alcohol are not permitted at the campuses and the childcare centres including practicum sites*. Please follow the B.C. Tobacco Control Act (details at B.C. website: http://www.leg.bc.ca/38th3rd/3rd_read/gov10-3.htm).
 - I. If students have any concerns about other students, please direct them to the course instructor immediately.
4. Preparation – Students are provided with an outline of each course that includes a reading schedule and material or assignment expectations, and are therefore expected to be appropriately prepared.
 5. Photo taking, Recording and Video Taping – Students are encouraged to elect two representatives to take photos of material presentation during practice session on campus. These photos can only be used for assignment purpose. Sound recording is permitted in the class with the instructor’s permission but video-taping is not permitted during the whole class session. Please check with individual instructors regarding specific directions for their course.
 6. Children in class – Children are not permitted in the classroom.
 7. Confidentiality – Students are expected to extend the code of conduct delineated in the ECEBC Code of Ethics to include conversation within the classroom.
 8. Facility – Students have access to the campus facilities, and are expected to preserve all facilities in the condition at time of usage.
 - A. Video equipment: It is the students’ responsibility to make sure the video equipment in the classroom is used properly. The students will be liable for the damage or improper use of the video equipment.
 - B. Material: All materials are to be handled carefully and returned to their original places after use or practice. Please carry the material one at a time. ***All the tables and chairs should be returned to and pushed in the original places before leaving. The use of materials outside session hours are only allowed with pre-approved appointment with the College during the business hours.***
 - C. Telephone: Students should use **phones only in emergencies and never for long distance calls**.
 - D. Library: The lending library is open to all teachers, students and graduates.
 - 1) Students are not to borrow books from the REFERENCE ONLY section.
 - 2) The Library hours are Monday to Friday from 2:00 p.m. – 6:00 p.m. The library will be closed when classes are in session. Please make appointments with the office administrators in advance.
 - 3) Please fill out the card with **your full name** in the book and bring to the office. The office administrators will record the lending and stamp the due date on your cards.
 - 4) The loan period is **four weeks**. Most items may be renewed twice by e-mail or phone, if they are not already overdue and if there is not a hold on the item.
 - 5) The maximum number of items that any borrower may have checked out for Montessori or ECE subjects (English and/or Mandarin) is three (3) and for other subjects is five (5) per time.
 - 6) The students are responsible for all materials borrowed and for any charges on items that are lost or damaged.
 - 7) Any damaged or lost materials must be replaced or paid for by the borrower.
 - 8) When returning books, bring them to the office. Please do **NOT** return the items to the shelf by yourself as the office needs to know that you have returned the books.
 - 9) Overdue books will be charged \$1.50 per day for Mandarin books, and \$0.75 per day for English books.
 - 10) Students may not borrow any other items in the library until **ALL** items have been returned.
 - E. Computer Area: The college provides the computers for all students and instructors to use under the following circumstances:
 - 1) Notify the administrator before use.
 - 2) Food and drink are prohibited on the computer desk.
 - 3) For safety, please only turn on/off the computer that was used. Never move the computers or change the plug, the computer system could be damaged and data lost.
 - 4) Never turn off a computer when it is running. When there is something wrong with the computer, notify the administrator, and stop using the computer immediately. Student **CANNOT** fix the computer himself/herself. If the computer is damaged seriously, the student will be charged for the repair.
 - 5) Notify the administrator if putting one’s own software on the computer to aid virus prevention.
 - 6) Illegal copies of software are prohibited due to copyright; the student is responsible for the consequences of such action.
 - 7) Please use personal hard-drive to save documents or files. Please do not save on the computer; the college

ECE Student Handbook

will not be responsible for any lost documents or files.

- 8) If a problem arises in the computer or the computer has frozen, please record what happened and notify the administrator immediately.
 - 9) After use, please turn off the computer following the correct procedure and clean up the working area before leaving.
9. Parking
- Parking at main campus:** Parking is limited and students are advised to use public transit if possible. The 24 hours reserved parking spaces for Capital College are for office staff and instructors ONLY. Please do not park at these spaces. Vehicles in the parking lot are left at the owner's risk. **The college does not hold any responsibilities with regards to any parking issues, students may redirect to: Imperial Parking Limited (Tel: 604-681-7311).**
10. Others: Any of the following, if substantiated, will result in immediate dismissal without a warning letter or probationary period:
- A. Sexual assault.
 - B. Physical assault or other violent acts committed on or off campus against any student.
 - C. Verbal abuse or threats.
 - D. Vandalism of school property.
 - E. Theft.

Student Service

Job Assistance

1. Services relating to career planning and placement, such as graduate and professional study information, career planning, resume writing and job search are available at the administration office.
2. Placement for teaching positions, salary and level of career advancement is not guaranteed. However, the College serves as a clearinghouse for schools requesting teachers or workers for graduates or alumni. Employment opportunity information usually provided via e-mail to graduates or alumni.
3. The College does endeavour to establish contacts with prospective employers for graduate students.
4. Graduates are also expected to actively pursue employment opportunities by themselves.
5. The College encourages the students to keep in touch with the College after graduation. An employment opportunity, which is posted with the College, is available to any of the graduates.

Student Support

1. Information about the College, facility and programs is available on-line or in paper form.
2. Students should contact the Administrator during business hours by phone, e-mail or in person to be directed to the responsive director(s) if they need any support or have any concerns regarding the programs or their studies.
3. The College has a resource library and continues to expand its collection. Library service is open to all graduated and current students, and includes a four-week borrowing period (with two renewals).
4. Concerns regarding the status of student application, class schedule, transcripts, handbook and forms, and general clerical concerns are addressed to the Program Director.
5. Concerns regarding teacher credentialing and provincial permits are directed to the Program Director.
6. Concerns regarding financial arrangements are to be addressed to the Chief Financial Officer.
7. Concerns regarding the practicum placement are to be addressed to the Program Director.
8. Assessment by the employer after graduation is requested in September annually. (see Appendix G-15 Employer Assessment on Graduates)
9. Wireless internet is available throughout the campus; the password is "Capital College".
10. Health Care on an emergency basis is available through Richmond Hospital.
11. Whichever party initiates the inclusion of a mediator would be responsible for the cost of such a service. A list of mediators is available from the Program Director. If a serious complaint is unresolved after completing this process, students are urged to inform both PTIB (Private Training Institutions Branch) and related organizations.

Academic Advisement

Students are encouraged to meet with the appropriate instructor for clarification and academic support in gaining mastery of the course component assignments.

Student Access to Records

The college shall allow students to inspect and review all student records relating to them; for those which include

ECE Student Handbook

information on more than one identifiable student, only that information relating to the student requesting access shall be revealed.

1. Student should request access by email. Current students must notify College at least 5 business days in advance; non-current (Graduate, Withdrawal, and Dismissal) students must notify College at least 15 business days in advance. Non-current students are entitled to view the student file once. The College shall:
 - A. Inform the student of the location of the requested record if not centrally located, and time of appointment; and provide qualified personnel to interpret the record where appropriate.
 - B. The right of students to have access to inspect and review their student records does not include the right to a copy of such records unless at least one of the following conditions exists:
 - 1) Failure to provide a copy would effectively prevent a student from exercising the right to inspect and review the student record. A copy of the record should be provided to such persons upon written request;
 - 2) Copies of the specific record have been provided to another educational institution as requested by the student.
2. In addition to satisfying one of the above conditions, a student may be provided copies of their records only upon the payment of appropriate fees, and provided the student's records are not encumbered because of an indebtedness to the school.
3. Requests for transcripts of grades (permanent records) will continue to be processed on a separate form, accompanied by the established fee.
4. Limitation on Reviewing Records: The right to review education records does not extend to:
 - A. Notes and records concerning a student made by a faculty or staff member that are retained and used solely by that faculty or staff member (or their substitute);
 - B. Inspecting financial records of their parents that are maintained by the College; or records created by the College for law enforcement purposes.
5. Student acknowledges and agrees to the following terms before viewing files:
 - A. College will arrange personnel to view the file together with student for one-hour maximum.
 - B. Students must view the file personally; no third party can be involved except for a legal attorney, arranged and notified beforehand.
 - C. Students cannot destroy or remove any documents in the file. If a copy is requested, \$0.10/page will be charged.
 - D. Students can view file during office hours only with confirmed appointment during Monday to Friday 2PM to 5PM.

Requesting Official Documents

All students enrolled in any programs offered by the College are eligible to request for a "Letter of Acceptance", "Confirmation of Student Status" and "Official Transcript" according to their status in the program.

Procedures for current students

1. Students requesting any official documents are required to send a completed "Official Document Request Form" (see Appendix G-3) with the fee of \$30 per document applied to the College in person during the College business hours.
2. The Administrator will process the request following the Official Document Request Form in one week/ five (5) business days and an e-mail will be sent to the student upon completion of the request.
3. The student must book an appointment with the Administrator for picking up the requested official document(s), if picking up by person. The appointment must be confirmed by the Administrator.
4. The request will not be accepted if any missing information on the form and/or unpaid requesting fees.

Procedures for graduated students/alumni

1. The graduate or alumni requesting official transcript(s) will receive the "Official Document Request Form" by e-mail from the Administrator and is required to send a completed "Official Document Request Form" with the total fee of \$30 applied to the College by mail, or in person (student ID or personal ID is required at the time of making the request and pick up).
2. The Administrator will process the request following the Official Document Request Form in one week/ five (5) business days and an e-mail will be sent to the graduate or alumni upon completion of the request.
3. The graduate or alumni must book an appointment with the Administrator for picking up the requested official transcript(s), if picking up by person. The appointment must be confirmed by the Administrator.
4. The request will not be accepted if any missing information on the form and/or unpaid requesting fee.

PROGRAM OBJECTIVE AND COURSE OUTLINE

The purpose of the program is to meet the specific needs of a growing community of students that may be relatively new to Canada. We strive to support students who are learning Canada's customs and languages by adjusting the training context in order to appropriately integrate the educational and cultural values held by our students with the values inherent in a Canadian framework of quality early childhood education. Students are expected to demonstrate the competencies required of all quality early childhood education graduates in English.

In order to best serve our community, we will equip teachers with the skills and training necessary for them to deliver high quality, developmentally appropriate early childhood programs, and to apply for registration as a licensed early childhood educator within British Columbia. The Early Childhood Education Program meets the established standards for training within the province of British Columbia.

Course Outline

1. *Child Development 1 (EDUC166): 40 Hours & 2 (EDUC267): 50 Hours: Total 90 Hours*

The courses are designed to provide students with a comprehensive overview and detailed knowledge of child development and learning from the prenatal period through the first twelve years of life. The existing theories of child development, current research findings and practical applications of both theory and research will be thoroughly examined. In addition, students will apply the knowledge of developmental theory of a wide variety of important developmental theorists to current observation and practice. Students will also examine current practice as it pertains to observation and recording and documentation. *Students are expected to complete Child Development 1 before proceeding to Child Development 2.*

2. *Health, Safety and Nutrition (EDUC170): 30 Hours*

This course will introduce the student to best practice in the areas of health, safety, and nutrition, and will examine these areas within the context of early childhood settings that provide care for children (birth to school aged). Students will explore the regulations and practices that protect the health and safety of young children, and will determine methods of exploring the topics with children in developmentally appropriate ways. Students will also be examining methods of working in partnership with parents to protect the health and safety of their children.

3. *Foundations in ECE (EDUC178): 30 Hours*

This course is an introduction to the history and philosophy of Early Childhood Education. Major contemporary trends, social issues and historical influences are examined and discussed.

4. *Curriculum 1 – Play (EDUC173): 90 Hours*

Prerequisite: Child Development 1

This introductory course will introduce students to the importance of play to the development of young children. In addition, students will examine play curriculum and explore traditional and current methods of developing play curriculum in the preschool environment. The course will further explore the relationship that exists among child development theories, play and learning, and will introduce students to a systemic approach to planning and implementing play-based, developmentally appropriate programs for young children.

5. *Curriculum 2 – Learning to Look (EDUC273): 90 Hours*

Prerequisite: Child Development 1 & Curriculum 1 – Play

This course will continue to support students as they develop further insights into, and understanding of, play-based and developmentally appropriate curriculum for young children. Students will examine, and learn to recognize, the difference between “teacher- directed” program planning, and “child-initiated, teacher-guided” planning. Students will continue to practice creating programs that encourage play, guide it in appropriate directions, support the child's choices of play activities, foster creativity, and facilitate the child's acquisition of skills, knowledge and understanding. Students will learn to be inclusive in their planning and will examine issues of bias, culture, and reflective curriculum as it relates to program development.

6. *Advanced Curriculum (EDUC274): 60 Hours*

Prerequisite: Child Development 1 & 2, Curriculum 1 – Play and Curriculum 2 – Learning to Look

Students will engage in a brief overview of Reggio Emilia and of the values and principles that motivate that approach to early childhood education. In addition, students will conduct an in-depth examination of the

ECE Student Handbook

Reggio-Emilia preschools, and the principles that promote their success in the education of young children. Students will then apply Reggio principles to the Canadian system in an effort to determine “best-practice” for curriculum planning within a contemporary Canadian setting. This course is also an opportunity to explore, examine and engage in the process of documenting children’s work, with the intention of making a child’s learning visible to parents, the community and other professionals.

7. ***Guiding Behaviours (EDUC179): 45 Hours***

Prerequisite: Child Development 1

This course will examine the guidance approach to discipline within a childcare setting. Early childhood educators adhere to a developmentally appropriate approach to interaction with young children. Use of the guidance approach to discipline ensures that teachers consider each individual child’s developmental level before teaching problem solving strategies. A discipline approach incorporating active learning, problem-solving, and social responsiveness allows the early childhood educator to use guidance to manage, coach and guide children in positive ways.

8. ***Child, Family, and Community (EDUC171): 45 Hours***

Prerequisite: Child Development 1

During this course the student will become familiar with the Early Childhood Education philosophy and rationale of interpersonal skills as it applies to home and school partnerships. In this course the student will develop an understanding of the importance of parent involvement within a school; how to communicate effectively with parents and other members of the community who may be involved with the school; the importance of verbal and nonverbal language skills and how these may change depending on the cultural environment in which the school exists. Emphasis is on establishing and maintaining positive collaborative relationships with families and community resources. This course assists the student in developing an understanding of the communication styles of others and of themselves as well as the development of a wide range of communication skills. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and for identifying and utilizing community resources.

9. ***PRACTICUM: Practicum 1 (EDUC276): 112 Hours, Practicum 2 (EDUC277): 136 Hours & Practicum 3 (EDUC278): 186 Hours: Total 434 Hours***

Practicum 1 (EDUC276): 112 Hours

Prerequisite (or co-requisite): completion of (or enrolment in) two core ECE courses

- A. 100 hours on-site practicum
- B. 9 hours of observation (*Revised:20170731*)
- C. 3 seminar hours (*Revised:20170731*)
- D. Assignments that allow students an opportunity to plan three activities for young children, and evaluate their effectiveness.

This practicum provides students with the opportunity to familiarize themselves with the process of relating to and working with young children in a quality early childhood setting. Students will conduct directed observations of children and educators, and will begin to integrate the theories they have learned with the practices they observe. An opportunity to reflect on and discuss their experiences will be offered during one seminar session.

Practicum 2 (EDUC277): 136 Hours

Prerequisite (or co-requisite): successful completion of Practicum 1, Child Development, and Curriculum 1 – Pay and Curriculum 2 – Learning to Look.

- A. 120 hours on-site practicum
- B. 10 hours of observation- must be done at two different centers (*Revised: 20170731*)
- C. 6 seminar hours (*Revised: 20170731*)
- D. Assignments that reflect the student’s ability to engage in responsive curriculum planning.

This practicum will continue to provide the student with an opportunity to relate to and work with young children in a quality early childhood setting. Students will demonstrate their developing skill in communicating, planning, and implementing ‘best practice’ as they further their observation abilities and continue to learn to contribute to a quality early childhood program.

ECE Student Handbook

Practicum 3 (EDUC278): 186 hours

Prerequisite (or co-requisite): successful completion of Practicum 2, Child Development, and concurrent attendance of Advanced Curriculum.

- A. 160 hours on-site practicum
- B. 17 hours of observation- must be done at three different centers (*Revised: 20170731*)
- C. 9 seminar hours (*Revised: 20170731*)

This practicum provides an opportunity for students to integrate, consolidate, and apply the knowledge and skills learned during their program of study in order to demonstrate 'best practice' within a licensed early childhood program.

Introduction

Students enrolling in the Early Childhood Education Program are required to complete a series of three practicum experiences as part of their program of study.

Requirement

Practicum is an opportunity for students to apply their knowledge and practice their skills while reflecting on their function in the lives of children. The potential practicum site must reflect the following: a positive guidance policy, a program that incorporates the "best practice" and reflects a DAP planning, and an established and maintained strong partnership with the families. Each practicum should be completed in a different type of centre. One of the three practicum experiences may be completed where the student is currently employed. Each practicum includes a specific amount of hours of supervised guided learning for the student. Supervision is provided by a Field Supervisor and a Sponsor Teacher.

Objective

Practicum 1 – upon completion of this practicum, the student will be able to:

- A. Display an understanding of how a quality early childhood environment can contribute to the child's affective, cognitive, creative and physical development. (KA-1, 1-c)
- B. Discuss and demonstrate an understanding of the nature of learning and development in the young child. (KA-1, 1-c)
- C. Understand the need for supportive relationships with children, and understand that children come to childcare settings from a context that includes their family, their culture and their individual experiences. (2-c, 2-d, 4-a)
- D. Demonstrate professional accountability and responsibility toward children, their families, colleagues, and other professionals within the context of an initial learning situation. (A-3, A-4, A-5, 5-a)
- E. Plan and implement activities appropriate to the hosting center's program, using the guidelines outlined by current college practicum protocol. (2-a-1)
- F. Conduct a variety of observations, reflect on the collected data, and connect observed behaviour with contemporary theory studied in class. (KA-1, 2-a)
- G. Ask appropriate questions, request guidance when necessary, and accept evaluations and suggestions within the context of a learning environment. (2, 6-a-3, 6-c)

Practicum 2 – upon completion of this practicum, the student will be able to:

- A. Demonstrate an increased understanding of the nature of development and learning, and discuss the adult's role in supporting child development. (2, 3, 3-c)
- B. Assist in establishing and maintaining learning environments that support all children's development in every domain. (1, 2, 1-a, 1-c, 2-b, 2-d)
- C. Develop and maintain supportive relationships with children and their families, and with colleagues and other professionals integral to the optimum function of the learning environment. (3, 4, 7-b, 3-a, 3-b)
- D. Demonstrate professional accountability and responsibility toward children, their families, colleagues, and other professionals within the context of a learning situation. (4, 5, 7-b, 5-a, 5-b)
- E. Plan and implement a variety of activities appropriate to the hosting center's program, using the guidelines outlined by current college practicum protocol. (2-1-a, 2-a)
- F. Conduct directed observations of children during activities, reflect on the data, and connect observed behaviour with the learning goals determined previous to presenting the activity. Evaluate the effectiveness of the activity based on observation, and respond with appropriate adaptations. (KB-3, 2, 7-d)
- G. Conduct observations during free play and, with assistance, plan activities in response to the children's demonstrated interest. (KB-3, 2, 2-a, 2-b)

ECE Student Handbook

- H. Ask appropriate questions, request guidance when necessary, and accept evaluations and suggestions within the context of professional self-development. (2, 6-a-3, 6-a, 6-c)

Practicum 3 – upon completion of this practicum, the student will be able to:

- A. Demonstrate an understanding of the integrated nature of development, and understand the adult's role in supporting children's optimal development in all domains. (KA-1, 2, 3, 4, 5, 8)
- B. Create and maintain a safe, healthy, caring, inclusive environment for every child that reflects and responds to the diverse needs of the children, their families, and the community that the program serves. (1, 2, 3, 4, 1-a, 1-b, 1-c, 2-c, 2-d, 3-a, 3-b)
- C. Plan, implement and assess developmentally appropriate programs that meet the observed needs of children in the center. (2, 2-e, 4-b, 4-c, 5-a, 5-b, 7-b)
- D. Understand and nurture children to promote positive development, and support families as they nurture and care for their children. (2, 3, 3-c)
- E. Demonstrate appropriate professional standards in communicating with families, and in sharing information or providing service in cooperation with other professionals in the field. (KB, 5, 2-e, 4-b, 4-c, 5-a, 5-b, 7-b)
- F. Engage in appropriate strategies to ensure professional and personal development. (6, 6-a, 6-c)
- G. Begin to understand the requirements for effective management and administration of child care services, and develop an understanding of the barriers to, and strategies necessary for, professional advocacy for a high quality, accessible, affordable, comprehensive child care system. (7, 8, 6-b, 7-a, 7-d, 7-c)

Learning Experiences

Practicum 1

- A. Students will provide the hosting center with a written introduction (suitable for posting on the parent bulletin board) and conduct an introductory visit prior to beginning practicum.
- B. Students are expected to familiarize themselves with the assigned practicum setting, including the indoor and outdoor environment, philosophy of the center, pertinent policies and procedures, and program schedule and activities, etc.
- C. Students will be expected to become involved in small parts of the program. Students will plan some activities (a minimum of three activities will be recorded and assessed), assist in the implementation of activities, interact with children in a positive and supportive manner, and assist with supervision when appropriate as determined by the hosting center.

Practicum 2

- A. Students will provide the hosting center with a written introduction of themselves (suitable for posting on the parent bulletin board), and conduct an introductory visit, prior to beginning the practicum.
- B. Students are required to familiarize themselves with the assigned practicum setting, including all environments, the philosophy of the center, pertinent policies and procedures, the program schedule and activities, the staffing requirements, etc.
- C. Students are expected to become increasingly involved in the program, and to take on the responsibilities of a 'directed' assistant. In that role, with the assistance and supervision of the sponsoring teacher, by the third week the student will:
- 1) Demonstrate appropriate and effective interpersonal skills with children and other adults in the setting
 - 2) Practice effective guidance skills appropriate to the setting and consistent with good practice
 - 3) Plan, implement and assess one activity each day (*teacher-directed*)
 - 4) Assess an observation, then develop, plan and implement one activity from that assessment (*child-initiated*)
 - 5) Plan, implement, and assess a circle (or group time) activity

Practicum 3

- A. Students will introduce themselves and learn about the center as in previous practicum experiences.
- B. Students will be extending their knowledge and ability in all previously experienced areas of quality childcare, and must demonstrate continued improvement in skill development.
- C. Students are expected to be involved in all areas of the program. By the fourth week students should be fully contributing members of the childcare team, and will be demonstrating the following:
- 1) Appropriate and effective interpersonal skills with children, families, and other members of the childcare team
 - 2) Effective and appropriate guiding skills

ECE Student Handbook

- 3) Effective planning, implementation, and evaluation of goal-directed activities as a result of observation within the setting.
- 4) Documentation of children's learning in a manner appropriate to the setting and consistent with standards of good practice.
- 5) The ability to plan, implement, manage, and evaluate the program for one week - meeting the requirements of the setting and consistent with good practice standards.

The participants in the practicum process are:

- A. **The Host Centre**
- B. **The Sponsor Teacher**
- C. **The Field Supervisor**
- D. **The Practicum Student**
- E. **Capital College**

Requirements and Responsibilities

A. The Host Centre

- 1) The Host Centre is a Licensed Early Childhood Education Centre, such as group daycare and/or preschool.
- 2) The Host Centre has at least 10 children in the full 3-6 age span attending the centre.
- 3) The Host Centre is able to communicate to the practicum student and the College of its administrative policies and guidelines relating to the practicum student verbally and/or in writing such as any policies or issues related to dress code and general appearance, work schedule and performance, job duties, absenteeism or tardiness and responsibilities at the beginning of the practicum student's practicum phase.
- 4) The Host Centre agrees to cooperate with the College in matters relating to the practicum policies and requirements, such as permitting the practicum student leave in order to complete parts of the practicum assignment(s) and to attend the practicum seminar meeting at the College, the seminar meeting schedule will be provided during student practicum placement. The Host Centre will also complete forms required by the College in the *"Information Package for Host Centre"*.
- 5) The Host Centre has the appropriate early childhood classroom environment:
 - a) Classroom materials are organized into logical groupings (e.g., by curriculum area or function).
 - b) Within each grouping there is a logical arrangement of the material (e.g., by level of difficulty or sequences of skill and concept development).
 - c) Furnishings are of appropriate size for the children and offer a variety of activity spaces (e.g., individual or group, floor or table, noisy or quiet, active or sedentary).
 - d) Activity spaces and procedures are organized to avoid conflict of interest (e.g., a noise-generating activity is far away or isolated from a quiet activity area).
 - e) There is provision for display of visual stimuli and children's work products.
 - f) Each activity or exercise is structured to provide purpose, procedure, closure, and opportunity for child success.
 - g) The environment should include or offer materials and activities which encourage the child's development to his/ her full potential:
 - i. Large and small muscle coordination
 - ii. Perceptual awareness and discrimination, including the ability to recognize and identify the attributes of objects
 - iii. Concepts basic to the understanding of quantitative relationships (e.g., one-to-one correspondence, seriatim, class inclusion, equivalence, number, numeration place value, arithmetical operations).
 - iv. Language skills, including opportunities for listening, self-expression, and instruction in writing, reading, and other language arts.
 - v. Experience with the creative arts and social sciences.
 - vi. Understanding of nature and the physical universe.
 - vii. Experience with critical thinking skills and problem-solving techniques: question-asking, experimentation, and hypothesis development.
 - viii. The particular materials/activities selected seem appropriate to the developmental period, abilities and special needs of the children who use the environment.

B. The Sponsor Teacher

ECE Student Handbook

- 1) The Sponsor Teacher has a current ECE Licence to practice in B.C.
- 2) The Sponsor Teacher is in at least the second year of teaching.
- 3) The Sponsor Teacher is responsible for signing the practicum student's activity plans and providing the practicum student's experience relating to the following areas:
 - a) Preparation: of indoor and outdoor environment
 - b) Observation and Recording: observing, responding/planning, assessing and maintaining records
 - c) Interaction: relations among parents, staff and children
 - d) Instruction: designing activities; individual and group presentations
 - e) Child Guidance: individual and group strategies
 - f) Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house.
 - g) Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques
- 4) The Sponsor Teacher is able to meet and discuss with the practicum student formally or informally on a daily basis in order to provide immediate feedback on the student teacher's performance.
- 5) The Sponsor Teacher is responsible for completing the on-site assessment booklet – Sponsor Teacher.
- 6) The Sponsor Teacher is required to inform the College and the Field Supervisor of any concerns regarding the practicum student's performance.
- 7) The Sponsor Teacher must be in the classroom with the practicum student full time on a direct and daily basis.

C. The Field Supervisor

- 1) The Field Supervisor is the person that is assigned by the college to come into the practicum and do direct observations of the practicum student. These observations are used to provide feedback for the practicum student. He/ She is available to the practicum student for consultation and communication if any questions or concerns occur during the practicum. The Field Supervisor should also give the practicum student the support, suggestions, lessons, advice, and the wisdom of experience. The Field Supervisor needs to initial the practicum student's observation form on every visit.
- 2) The observation visit to the practicum student on-site will be arranged at a mutually convenient time for the Host Centre, Sponsor Teacher, the Field Supervisor and the Practicum Student. The Field Supervisor is required to visit each practicum student twice. If further visits are required these will be at the student's expense (please see Grading Policy).
- 3) The Field Supervisor should stay in communication with the College on a regular "on-going" basis – the Field Supervisor should advise the College of any difficulties, concerns, or problems with any part of the practicum phase.
- 4) The Field Supervisor should complete the On-Site Practicum Assessment Booklet – Field Supervisor for each practicum student on or after the final observation visit to the practicum student.

D. The Practicum Student

1) Knowledge of the Practicum

A The Student Teacher is responsible for awareness of all policies and requirements of the practicum. This Student Handbook and the Assignment Handbook serve as a guide to knowing the policies and requirements.

The practicum is a necessary requirement for the successful completion of the Early Childhood Education Program. Students must successfully complete pre-requisite courses and a practicum orientation before starting practicum or with permission from the Program Director.

2) Before Practicum

The student is responsible to find the practicum host center prior to the Practicum Orientation Seminar from the ECE Registry's website (<http://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care>) or from a centre list provided by the College (see Appendix P-1). The students will receive practicum notification by e-mail and must reply to the College regarding whether they will follow the assigned schedule or if they wish to extend their practicum to the subsequent schedule. Students who have not replied to the college will be moved from the upcoming practicum schedule to the subsequent practicum schedule. Students must be

ECE Student Handbook

aware that an additional fee will be applied; please check with the Chief Financial Officer.

The College advises that students keep a copy of the handbooks in their computer for frequent reference. All e-mails from Capital College will act as formal documents (i.e. Student Handbook...etc). Students are responsible checking their e-mails at least once per day to ensure all notifications from the College have been received. Attend the Practicum Orientation Seminar

The Students will receive the "Information Package for the Host Centre" from the College prior to the Practicum Orientation Seminar, the students are required to print out the information package and bring the package along with the student handbook to the seminar. The practicum requirements will be reviewed at the practicum orientation. **Attendance is mandatory.** If the student is absent at the practicum orientation seminar, the student will be moved to the next schedule.

3) Meeting with the Host Centre

The practicum student is required to make an appointment with the Host Centre within one week after the practicum orientation seminar. Please make reference to Appendix P-4 Courtesies for Observation at Child Care Centre. All e-mails between the Student and Host Centre are required to cc to the College for documentation purposes. It is an opportunity for the practicum student to tour the site environment, introduce themselves to the staff, request a staff handbook if any and discuss any policies or issues related to dress code and general appearance, work schedule and performance, job duties, absenteeism or tardiness and responsibilities at the beginning of the on-site practicum phase. The policies should also reflect the commitment by the Host Centre to permit the practicum student leave in order to complete parts of the practicum assignment(s) and to attend the practicum seminar meeting at the College; the seminar meeting schedule will be provided during student practicum placement.

It is the practicum student's responsibility to give the Sponsor Teacher and/or Host Centre administrator the information package and ensure the required forms (ECE Practicum Host Place Agreement (see Appendix P-3) and copy of Sponsor Teacher's copy of ECE License to Practice) from the Host Centre are submitted to the College within one week after meeting with the Host Centre. If the required forms did not return to the College within the deadline the Student Teacher will not be able to proceed with the practicum until the required forms are completed and returned.

The Student needs to arrange the practicum starting dates and times with the Host Centre and notify the College. It is the Student's responsibility to provide this information in writing to the College and the Field Supervisor by e-mail. Please note after the practicum starts the Student may not make any changes on the agreed schedule.

The Student Teacher must fulfill all duties and obligations listed in the agreement with the Host Centre.

4) Practicum – Day One

The practicum student should provide the Host Centre with a picture and short biography of themselves, suitable for posting on the parent information board. A physician's declaration certifying good health, reference letter and criminal reference checks must also be completed prior to the first day of the student's practicum

5) Practicum Seminars

Practicum Seminars are the opportunity to discuss the practicum experience, to obtain further support, to understand the assignments, and to consult with other classmates. Attendance at seminars is mandatory. Please bring the Student Handbook to every seminar for discussion.

6) Communication

It is the responsibility of the Student to notify the College if opportunities for learning in the practicum visit. The Student should schedule weekly meeting and discuss monthly goal with the Sponsor Teacher to keep updated about the progress during the practicum.

7) Confidentiality

Any information regarding children at the Host Centre or staff business should be held in strict confidence and should not be discussed with anyone outside the school. A child's behaviour or progress should not be discussed with another child's parent.

A practicum student who has reason to believe a child has been or is likely to be abused or neglected or needs protection has a legal duty under section 14 of the *Child, Family and Community Service Act* to report

ECE Student Handbook

the matter to the child protection services at the Ministry of Children & Family Development (MCFD). It is appropriate and understandable that the practicum student informs the Host Centre Sponsor Teacher and the Field Supervisor of the intention to make the report. The student may not discuss or disclose the content of the report until he/she is directed to do so by the social worker

8) Unpaid Practicum

Host Centres do not pay practicum students. PTA Policy 3.2.9, page 40, stated that a practicum "...for which a student is not paid."

9) Completion Requirement

The Student fulfills the following requirements:

- a) The Student is expected to complete the required on-site practicum hours in an ECE play-based classroom with an approved Sponsor Teacher, *a minimum of 4 hours per day and 4 days per week in a continuous manner at the same practicum site.*
- b) The Student is expected to observe the classroom for a minimum of 15 minutes everyday at the host centre.
- c) The Student is required to record daily activities in the Planning Journals (*Please refer to Assignment Handbook*).
- d) The Student is required to create and record daily activities in the Activity Plan *with an Activity Plan Summary.* (*Please refer to Assignment Handbook*)
- e) The practicum students are required to complete required hours of observation in at least two licensed group child care facilities excluding the Host Centre. The students should also refer to Courtesies for Observing at a Child Care Centre (Appendix P-4) when booking appointments with childcare centres for observation and the Introduction Letter for Observation (Appendix P-5) should be printed out and give to the childcare administrator before observation take place
- f) The Student is required to record daily attendance (*Please refer to Assignment Handbook*)
- g) The Practicum Student is required to attend the required hours of practicum seminar meetings according to the schedule.
 - i. The Practicum Student must place the handouts along with the notes taken from each session and place into the complete the assignment for practicum seminar
- h) The Practicum Student is required to be present during the practicum duration, including the visit from the Field Supervisor.
 - i. The Field Supervisor will visit each practicum student at his/her placement a minimum of two (2) times during the practicum experience. The Field Supervisor will observe, offer feedback, evaluate, and meet with both the practicum student and the Sponsor Teacher. Further visits may be required if (but not limited to), the Field Supervisor feels there is a need to extend the student's practicum. Any additional visits other than the assigned two (2) visits will be at the students' expense.
 - ii. Arranging of observation visits by the Practicum Consultant. In the event that the Student Teacher is not in attendance during a scheduled observation visit the Student Teacher is responsible for all costs involved in rescheduling a visit.
- i) The practicum students must complete all required practicum hours no later than the last scheduled practicum seminar meeting.
- j) Once practicum is started, it cannot be interrupted. Otherwise, student needs to re-register in the course and pay for the cost that will occur.

10) Practicum Assessment

- a) Sponsor Teacher Assessment: The Student is satisfactorily assessed by the Sponsor Teacher with the On-Site Assessment Booklet.
- b) Field Supervisor Assessment: The Student is satisfactorily assessed by the Sponsor Teacher with the On-Site Assessment Booklet.
- c) Student Assessments: The Students Completes the following assessments:
 - i. Student Assessment of the Field Supervisor is done within 3 days following the completion of the last practicum visit (*see Assignment Handbook*). Results of the assessment will be e-mailed to the Field Supervisor.

ECE Student Handbook

- ii. Student Assessment of the Host Centre/ Sponsor Teacher is done within 3 days following the completion of the final practicum day (*see Assignment Handbook*). Results of the assessment will be e-mailed to the Host Centre.
- E. Capital College
- 1) Inform the Sponsor Teacher, Field Supervisor and Site Administrator of course content and expectations of the program concerning the student's successful completion.
 - 2) Determine that each Host Centre and Sponsor Teacher's goals and expectations are compatible with those of the needs of the Student Teacher.
 - 3) Provides written procedures available to Host Centre, Sponsor Teacher and Field Supervisor for the grievance procedure.
 - 4) Maintains contact with the Student. A minimum of two visits are assessed on-site by a Field Supervisor.
 - 5) Requires satisfactory classroom performance, defined as regular attendance, demonstrable interest and initiative, contributions to class activity which show learning and critical thought resulting from reading the early childhood education philosophies in the field of child development, environmental design, observation, program leadership, and sensitivity of the community culture

ADMISSION POLICY

Capital College is committed to enrolling students who meet all of our program admission criteria and who are likely to succeed in meeting their education and career goals.

Admission Requirement

1. High school graduate; 19 years old;
2. Grade 12 English OR equivalent, IELTS academic 6.0, or 70% score on the Capital College English placement test CAAT (Canadian Adult Achievement Test) Level C or has successfully completed the Capital College LEC program. All the applicants must make an appointment for an admission interview with the Director of Student Affair.

Required Documents

1. Student enrolment contract.
2. Diploma and transcript in English for High School or Junior College graduate, transcript and diploma/certificate in English for Bachelor degree holder
3. Two recent 1" x 1" photos.
4. Three English letters of references testifying to the suitability of the applicant for work in the early childhood field.
5. written interview
6. Photocopy of personal ID.
7. A physician's health declaration
8. Immunization record – *required by the local licensing officer.*
9. A valid Canadian criminal record check clearance – *issued by the Criminal Record Review Program.*
Website: www.pssg.gov.bc.ca/criminal-records-review/forms/index.htm.
10. ECE Student Handbook Acknowledgement

A student whose file lacks any the items listed above may be accepted on a provisional basis while he/she awaits full documentation; this acceptance is valid until the program start date, and the Confirmation of Admission Required Documents (Appendix G-4) will be signed prior to signing the student enrolment contract. If the student fails to submit all required documents by the program start date, the College will terminate the student enrolment contract and refund all tuition and other fees (excluding the non-refundable registration fee). No exceptions can be made.

Procedure:

1. The institution's Administrator refers all inquiries to the Director of Student Affairs. The Director of Student Affairs meets with the prospective student to discuss the program of interest, their educational goals and commitment to completing the program of study.
2. If the student is undecided about a program of study, the Director of Student Affairs gives the prospective student information about a number of programs so that the student can make a decision.
3. Once the student has decided on a program of study, the Director of Student Affairs reviews the admission criteria for the program with the student to ensure that they meet all criteria.

ECE Student Handbook

4. If the student does not have the required English proficiency qualification, the student is required to complete the CAAT – Level C, which consists of fifty multiple-choice questions, reading comprehension and a 5-paragraph essay. The student has two hours to complete the test and must score at least 70% on the multiple-choice reading comprehension portion but Capital College also retains the right to require the student to engage in further English study if the Director of Student Affairs considers the students' performance on the essay to be unsatisfactory. If the student does not receive 70% on the CAAT they will be required to successfully complete the Capital College LEC program. Students will be notified of their CAAT results within a week.
5. International students are required to provide a valid Study Permit or Student Visa issued by *Citizenship and Immigration Canada* (CIC) as well as all required documents for the admission application; upon complete admission, international students are issued a letter of acceptance; if an international student does not show up for the program start date, a report is filed to CIC.
6. The Director of Student Affairs obtains evidence (e.g. transcript, proof of age, etc.) from the student that they meet all of the program's admission criteria and places the evidence in the student file. Note: If the student fails to meet the admission requirements, they cannot be waived by either the institution or the student.
7. After receiving evidence that the prospective student meets all of the admission criteria, the Director of Student Affairs prepares a Student Enrolment Contract and meets with the prospective student to review the policies that will affect the student during their completion of the program of study and to review the contract. Financial arrangements for payment of tuition and other fees are also discussed.
8. If the Director of Student Affairs and the prospective student agree on a financial arrangement, they sign the contract and a copy of all student policies will be delivered to the student. When the student has confirmed in written response by submitting a signed "ECE Student Handbook Acknowledgement" that they understand all student policies, the Administrator will deliver a copy of the signed contract.

TRANSFER CREDIT POLICY

Policy

Capital College will accept the transfer of credit from other registered or accredited post-secondary institutions provided that the course work being evaluated is of "C+" or better standing. Course work with less than a "C+" will not be accepted or considered for transfer credit. The maximum amount of transfer credits allowed will not exceed 50%. Students wishing an assessment of credit from courses taken elsewhere to transfer to Capital College must submit a completed "Transfer Credit Application" form (see Appendix G-5) and official transcripts. It is often necessary for the student to provide a detailed course description for courses being considered for transfer credit. This will initiate the transfer process, but completing the form is not a guarantee that the transfer credit request will be approved.

Program Block Transfer

Students who successfully complete the Montessori Early Childhood Teacher Education Program from Capital College wishing to register into the Early Childhood Education Program (ECE) at Capital College may follow the block transfer process approved by ECE Registry.

Procedure

Students who have successfully completed the Montessori Early Childhood Teacher Education Program may transfer credits to the ECE program. The following courses will be waived:

1. **Academic:** the course credits transferred must also abide by the grading standards (minimum C+) from AMS program
 - A. Child Development 1 (40 hours)
 - B. Curriculum 2 – Learning to Look (90 hours)
 - C. Child, Family & Community (45 hours)
2. **Practicum:**
 - A. Practicum 1 (112 hours)
 - B. Practicum 2 (136 hours)

Note

1. Students who are granted a block transfer from the Montessori program will be required to complete one practicum in an ECE-based childcare.
2. Students should be aware that when they use the block transfer, their study duration may extend beyond the

schedule given at registration. Students are encouraged to make an appointment with the Director of Student Affairs to discuss this.

ATTENDANCE POLICY

Capital College recognizes that good attendance is directly related to student success in completing a program of study. The policy applies to all students who are currently enrolled or are enrolled at any future time.

Program Completion Time

The length of the program one-year and the maximum length is two years. **Students must satisfactorily complete all course requirements - academic and practicum within the maximum time according to the student contract start date, otherwise, student will be dismissed and required to re-register into the program.** If an absentee student has not filed a "Change of Status" (see Appendix G-6), after twelve months from the start date of their program Capital College will dismiss the student and send a transcript and a letter informing the student of their dismissal. The student may subsequently re-register in the program and obtain credit for courses already completed according to the Credit Transfer Policy in this handbook (the student should bring his/her original transcript). A new registration fee will be charged.

ACADEMIC:

Absence and Tardy Arrival

The program is both intense and non-duplicable. Regular attendance is mandatory. Students must attend all sessions and punctuality is assumed for attendance.

Absence

Whole Day Sessions

- A. A maximum 10% of absence is allowed per session and a make-up assignment is required. Assignment will be given by instructor and student is expected to pay \$20 for the extra cost.
- B. Exceeding 10% of absence per session, make-up session is required. Student is expected to pay \$50 per hour for the make-up session.

Evening Sessions:

- A. A maximum 10% of absence is allowed per subject course, a make-up assignment is required. Assignment will be given by instructor and student is expected to pay \$20 for the extra cost.
- B. Exceeding 10% of absence per subject course, make-up session is required. Student is expected to pay \$50 per hour for the make-up session.

Note

- A. Sessions must be taken in sequence.
- B. Make-up session must be completed before the next session starts.
- C. Make-up assignment and make-up session are paid at student's own expense.
- D. Student needs to take the initiative and request a make-up session (See Procedure). Availability of make-up session is not guaranteed; student bears the risk of needing to reregister in the course if a make-up session cannot be arranged.
- E. Student must complete all the course hours to pass the program.
- F. If student is absent without submitting Absence Form (See Appendix G-7) ahead of time, this will be regarded as absenteeism and will result in immediate failure of the course; student must retake the course with the next course cycle. If an emergency, see Procedure B.
- G. Student found without textbook will be marked as absent for the session.

Tardy Arrival/ Lateness:

College **expects** student to arrive 10-15 minutes early prior to the start of each sessions. A student will be marked as late when he/she does not arrive on time and the following should take place:

- A. 1st time late, college will give oral warning.
- B. 2nd time late, college will give written warning.
- C. 3rd time late, student will fail immediately and will be required to re-register with an additional course fee.

ECE Student Handbook

Please inform the instructor and college in writing and fill out the Absence Form in advance if you will be absent for any reason. Absences for medical or emergency reasons are considered “excused” absences if the student provides documentary evidence of the reason for the absence such as a doctor’s note and require the student to follow Procedure B (see below); the instructor and program director will determine how student will make-up for the lost hours. (Student is responsible for the make-up cost and availability of arrangement is not guarantee)

Procedure:

- A. Absence in non-emergency case:
 - 1) Student will post a request for absence by filling out and submitting the Absence form (available in each classroom) before the date of absence.
 - 2) Student will fill in the reason, date and number of hours of absence.
 - 3) Form must be signed by the instructor and a make-up class or make-up assignment will be implemented depending on cases. (Instructors are aware of the attendance policy and review them with the student at the start of each course).
 - 4) Program Director will assess the situation and initial the form. Make-up class or make-up assignments must be done prior to the next class session.
 - 5) Once requirements are met, the Program Director signs for final completion.
 - 6) This document will be added into the Student's personal file for safe keeping in the locked steel cabinet.
- B. Absence in emergency case:
 - 1) Student informs the College (if he/she can) of their absence.
 - 2) Student may choose between the following two options:
 - a) Initiate and request a make-up session, following procedure A and submit with evidence of absence (i.e. Doctor’s note), aware that the availability of make-up session is not guaranteed; or,
 - b) Discontinue with the course and re-register and re-take the course with the next schedule starting from the session missed, aware that if this particular course is a pre-requisite course to other course(s), the other course(s) will also be taken after the pre-requisite course has been completed thus may affect the final program completion date. All relevant policies apply for study over the final program completion date.
 - 3) Once requirements are met, the Program Director signs for final completion.
 - 4) This document will be added into the student's personal file for safe keeping in the locked steel cabinet.

Adverse Weather Conditions or Unsafe Environment

The facility may close down early due to adverse weather conditions such as snow or dangerous driving conditions; students should check with the Vancouver School Board at (604) 713- 5000 during the weekdays; for sessions offered during the weekends, students should check with the College. Those hours will also need to be made up.

PRACTICUM:

1. Attendance at the host center functions and meetings is required.
2. **Promptness is required at all times. The practicum student is expected to arrive to the Host Centre at least 15 to 20 minutes before the class starts to prepare the environment and stay for extra time to clean up the environment after the class finishes.**
3. A practicum student who displays a sporadic attendance record will be required to meet with the Field Supervisor and the Practicum Director to discuss practicum performance. Examples of extraordinary absences:
 - A. In the event of family emergencies requiring a short-term interruption of practicum attendance the practicum student must **communicate in writing** to the College detailing the reason for the absence and the expected date of return; the practicum student must also directly communicate this information to their Host Centre and the Field Supervisor.
 - B. **Any sickness requiring a sick leave longer than 3 days requires a doctor’s note and needs to be made up after the original on-site practicum completion date with the host centre.**

Retaking Courses

Student will need to retake the course under the following circumstances:

ECE Student Handbook

1. Student fails to reply to the email the College administrator will send prior to the beginning of each course and does not appear for the first class;
2. Fails to meet attendance requirements;
3. Academically fails

Student can only retake courses within the maximum length of the program (twelve months) with payment of retaking course fee. If they exceed this length, student will be dismissed and required to re-register in the program. There is no guarantee that college will offer the required course.

Postpone Courses

The College administrator will send an e-mail notification to the students prior to the beginning of each course. A student has the opportunity to postpone their study by taking a course in the following course cycle, with advanced written notice within 3 days upon receiving the email. It is strongly recommended to students to speak to the Program Director before deciding to postpone a course or several courses. Since some courses has prerequisites, postponing one course may cause the one or more courses to postpone as well.

Student can only postpone courses within the maximum length of the program (twelve months). If they exceed the length, student will be dismissed and required to re-register in the program. There is no guarantee that college will offer the required course.

Leave of Absence/ Change of Status

The "Change of Status" form needs to be completed for the following reasons:

1. The student wishes to take a leave of absence at any time;
2. The student cannot finish their program within a year of the program start date.

GRADING POLICY

ACADEMIC:

1. Grades for course work are compiled from the combination of assessments taken, projects/assignments completed, presentations completed, active participation in class activities, and evaluations of appropriate competencies. Please see the assignment handbook and syllabus for the grading percentages in each area.
2. The assessment or evaluations are done during the middle or the end of each course segment. A feedback will be given by the instructor after each assessment. Assessments can include performance, written and oral.
3. Students are given oral evaluation of their performance during the course segment. Projects and written works are returned to the students within a reasonable time.
4. Students receive rating for work completed following the grading system. **Students must maintain a grade of C+ or better to be acceptable for consideration of successful completion of the assignment.** \
5. To ensure program quality and act accordingly to PTIB's requirements, each student will submit the instructor/course online survey within three (3) days upon email notification. If you do not complete the instructor/course survey, 3% of your participation mark will be deducted and the course will be marked as incomplete. (Revised: 20170624)

6. Grading System:

Excellent	95 – 100	A+
	90 – 94	A
	85 – 89	A-
Satisfactory	80 – 84	B+
	75 – 79	B
	70 - 74	B-
	65- 69	C+
Unsatisfactory/Fail	64 & Below	F

7. Cheating and Plagiarism

Testing and assignments assure the mastery of knowledge and skills that prepare students professionally and academically to work with children. Capital College has a **zero-tolerance policy on cheating and plagiarism**. Cheating or copying during any type of assignments (including practicum assignments), quizzes and/or exams will result in immediate failure of the course. The student will be required to re-register for the course with an additional course fee.

A. **Cheating:** Cheating includes:

ECE Student Handbook

- 1) Using unauthorized sources of information during any type of test or examination;
 - 2) Giving or receiving unauthorized information to/from another student during any type of test or examination.
- B. **Plagiarism:** Plagiarizing (copying) involves representing work of another person as one's own. Close paraphrasing and self-plagiarism are also unacceptable practices. Students should cite quotes used and attach a reference page. The APA style (www.apastyle.org) for citation is required. Plagiarism includes:
- 1) Submitting work extracted in full or part from another person's paper;
 - 2) Submitting work of one's own that has been submitted previously;
 - 3) Submitting work or idea from someone else and representing it as one's own;
 - 4) Submitting materials downloaded from a website and/or the instructor's power point slides in the class without appropriate citation to acknowledge the source of information;
 - 5) Copying any text verbatim or with only slight variation/close paraphrasing from the original text without proper citation

Students are required to prepare or purchase their own textbooks prior to the beginning of the courses. No part of the textbook should be reproduced, or used in any form or by any means – graphic, electronic or mechanical, including photocopying.

If you need more clarification or have any further questions about what constitutes cheating, plagiarism, and any other academic misconduct please speak to your instructor and/or the Program Director.

PRACTICUM:

Practicum is evaluated on a Satisfactory/Unsatisfactory basis with the requirement weighted as follows. To successfully complete the practicum, a Student Teacher must fulfill all of the standards and responsibilities before graduation.

1. Practicum – On-Site Assessment Booklet by Sponsor Teacher (for both visits)
2. Practicum – On-Site Assessment Booklet by Field Supervisor (for both visits)
3. Practicum – On-Site Assessment Booklet by Student (for both visits)
4. Full attendance to all scheduled practicum seminars.
5. Learning Portfolio: including Practicum Planning Journal, Activity Plan, Observation, On-Site Attendance Record and Practicum Seminar Assignment (due no later than two weeks within the last practicum seminar).

Successful completion of the practicum will entail:

1. Positive assessments by both Sponsor Teacher and the Field Supervisor
2. Successful completion of all assignments.

Fail means 10% or more of the sub-criteria of the assessment areas are evaluated as needing improvement (mark of (1) in the assessment range)

Practicum On-Site Assessment Booklet is completed by the Sponsor Teacher, Field Supervisor to assess the Student's on-site performance on or before each visit. The Student will also complete the assessment booklet in a self-assessment manner. It is the Student's responsibility to ensure that Sponsor Teacher, Field Supervisor and the Student herself has signed all assessment booklets at the end of each Field Supervisor's visit and that the College receives the On-Site Assessment Booklet from Sponsor Teacher and the Student. *Please see Assignment Handbook.*

If the Field Supervisor and/or Sponsor Teacher feel that the student is lacking skills required in the practicum phase after two visits, they will bring the case to the attention of the Program Director and suggest ways for the student to acquire the needed skills, such as extending practicum time or completing extra assignments. In this case the Field Supervisor will be required to conduct an additional visit to ensure the student has met the requirements of the practicum phase. Any visit in addition to the assigned two (2) visits is at the students' expense of \$70.00 CAD per visit.

Practicum 1

Learning Portfolio – Portfolio is the organizer of a student's evidence of learning. It contains a selection of records and data that support the completion of the practicum. Portfolio evidence includes examples of thoughtful reflection and an ability to personalize learning, such as showing innovation or unique approaches. Not only is the portfolio a record of your learning, it provides the tool for you to discover ways to bridge the gap between where you are and where you aspire to be. In this way, it is both a learning and assessment tool. A portfolio allows you to explore the possibilities and directions you can take in the future as a lifelong learner. Students will develop the portfolio and organize the content into a binder to be submitted to the College no later than two weeks after their last final practicum seminar. The binder shall

ECE Student Handbook

include the following:

1. **Practicum Planning Journal** – students are expected to keep a journal entry daily with the following content:
 - A. A summary of the activities carried out in the day with observation to the children whom participated in the activities.
 - B. A self-reflection of critical thinking focus on knowledge, skills and self, to identify the knowledge and/or skills developing gained or lacking as reference materials for designing future activities.
 - C. A plan of actions using the above summary and self-reflection to develop specific strategies or plans to deal with any deficits and building strengths to achieve learning goals.

Entries in journal should be simple, clear and yet complete in their summary of key experiences. The daily journals are to be electronically mailed (email) as an attachment to your Field Supervisor **daily** to ensure proper guidance. It is the student's responsibility to ensure that the Field Supervisor has initialled at the upper right corner of each journal. The student may develop his/her own template, but the format outlined above must be followed. (*See template in the Assignment Handbook*)

2. **Activity Plan** – The development of the personalized Activity Plan promotes the practicum students' (and Sponsor Teacher) involvement and ownership of the learning process and direct attention to learning opportunities within the host centre. Activity Plans are based on student learning needs for skill-building. Students should observe the children to determine areas of interest and develop activity plans based on those observations, and then implement those activities. Students are required to plan and implement at least one activity each day (minimum of 10 activities). Students should also evaluate each activity by using the format provided (*see Assignment Handbook*) and plan further activities based on the evaluation. An activity plan/evaluation must be signed by the sponsor teacher at the back of each plan before carrying out the activity. An "Activity Plan Summary" page should be placed in front of all the activity plans signed by the practicum consultant in the binder.

Activities should reflect a broad curriculum base experienced by the children and should have at least:

- A. 3 creative art activities
 - B. 2 math or science activities
 - C. 2 group times
 - D. 2 language activities
 - E. 1 outdoor activity
3. **Observation** – students will complete at least 8-hours of observations at other early childhood facilities. Students are required to make arrangements with other early childhood facilities for observations availabilities, and notify the sponsor teacher of the date and time that they will be away for observations at least 1 week ahead of time. The college recommends that students give another reminder to the sponsor teacher 1 – 2 days before taking a leave from the host centre for observation purposes. Students are encouraged to follow the steps in Appendix P-1 Courtesies for Observing at Child Care Centre for such purposes.

The Field Supervisor will request to view the students' observation notes completed during the second visit; the students are to make sure that the required observation hours are completed before the second visit takes place. It is student's responsibility to ensure the supervisor has initialled at the upper right corner of each observation notes. A template for observation form is provided (*see Assignment Handbook*). The student may develop his/her own template, but the format outlined above must be followed.

4. **Daily Attendance** – The Students are required to document all practicum hours and have those hours confirmed and signed by the Sponsor Teacher. (*Form provided in the Assignment Handbook*).
5. **Practicum Seminar Assignment** – The Student will take in-class notes and organize handouts distributed by the instructors for each session.
6. No late assignment will be accepted.

Practicum 2

Learning Portfolio – Portfolio is the organizer of a student's evidence of learning. It contains a selection of records and data that support the completion of the practicum. Portfolio evidence includes examples of thoughtful reflection and an ability to personalize learning, such as showing innovation or unique approaches. Not only is the portfolio a record of your learning, it provides the tool for you to discover ways to bridge the gap between where you are and where you aspire to be. In this way, it is both a learning and assessment tool. A portfolio allows you to explore the possibilities and directions you can take in the future as a lifelong learner. Students will develop the portfolio and organize the content into a binder to be submitted to the College no later than two weeks after their last final practicum seminar. The binder shall

ECE Student Handbook

include the following:

1. **Practicum Planning Journal** – students are expected to keep a journal entry daily with the following content:
 - A. A summary of the activities carried out in the day with observation to the children whom participated in the activities.
 - B. A self-reflection of critical thinking focus on knowledge, skills and self, to identify the knowledge and/or skills developing gained or lacking as reference materials for designing future activities.
 - C. A plan of actions using the above summary and self-reflection to develop specific strategies or plans to deal with any deficits and building strengths to achieve learning goals.

Entries in journal should be simple, clear and yet complete in their summary of key experiences. The daily journals are to be electronically mailed (email) as an attachment to your Field Supervisor **daily** to ensure proper guidance. It is the student's responsibility to ensure that the Field Supervisor has initialled at the upper right corner of each journal. The student may develop his/her own template, but the format outlined above must be followed. (*See template in the Assignment Handbook*)

2. **Activity Plan** – The development of the personalized Activity Plan promotes the practicum students' (and Sponsor Teacher) involvement and ownership of the learning process and direct attention to learning opportunities within the host centre. Activity Plans are based on student learning needs for skill-building. Students should observe the children to determine areas of interest and develop activity plans based on those observations, and then implement those activities. Students are required to plan and implement at least one activity each day (minimum of 15 activities). Students should also evaluate each activity by using the format provided (*See Assignment Handbook*) and plan further activities based on the evaluation. An activity plan/evaluation must be signed by the sponsor teacher at the back of each plan before carrying out the activity. An "Activity Plan Summary" page should be placed in front of all the activity plans signed by the practicum consultant in the binder.

Activities should reflect a broad curriculum base experienced by the children and should have at least:

- A. 3 creative art activities
 - B. 3 math or science activities
 - C. 2 group times
 - D. 3 language activities
 - E. 2 outdoor activities
 - F. 1 planned activities that support social development
 - G. 1 activity planned in response to children's observed interests and needs.
3. **Observation** – students will complete at least 8-hours of observations at other early childhood facilities. Students are required to make arrangements with other early childhood facilities for observations availabilities, and notify the sponsor teacher of the date and time that they will be away for observations at least 1 week ahead of time. The college recommends that students give another reminder to the sponsor teacher 1 – 2 days before taking a leave from the host centre for observation purposes. Students are encouraged to follow the steps in Appendix P-1 Courtesies for Observing at Child Care Centre for such purposes.

The Field Supervisor will request to view the students' observation notes completed during the second visit; the students are to make sure that the required observation hours are completed before the second visit takes place. It is student's responsibility to ensure the supervisor has initialled at the upper right corner of each observation notes. A template for observation form is provided (*see Assignment Handbook*). The student may develop his/her own template, but the format outlined above must be followed.
 4. **Daily Attendance** – The Student Teachers are required to document all practicum hours and have those hours confirmed and signed by the Sponsor Teacher. (*Form provided in the Assignment Handbook*).
 5. **Practicum Seminar Assignment** – The Student will take in-class notes and organize handouts distributed by the instructors for each session.
 6. No late assignment will be accepted.

Practicum 3

Learning Portfolio – Portfolio is the organizer of a student's evidence of learning. It contains a selection of records and data that support the completion of the practicum. Portfolio evidence includes examples of thoughtful reflection and an ability to personalize learning, such as showing innovation or unique approaches. Not only is the portfolio a record of your learning, it provides the tool for you to discover ways to bridge the gap between where you are and where you aspire to be. In this way, it is both a learning and assessment tool. A portfolio allows you to explore the possibilities and

ECE Student Handbook

directions you can take in the future as a lifelong learner. Students will develop the portfolio and organize the content into a binder to be submitted to the College no later than two weeks after their last final practicum seminar. The binder shall include the following:

1. **Practicum Planning Journal** – students are expected to keep a journal entry daily with the following content:
 - A. A summary of the activities carried out in the day with observation to the children whom participated in the activities.
 - B. A self-reflection of critical thinking focus on knowledge, skills and self, to identify the knowledge and/or skills developing gained or lacking as reference materials for designing future activities.
 - C. A plan of actions using the above summary and self-reflection to develop specific strategies or plans to deal with any deficits and building strengths to achieve learning goals.

Entries in journal should be simple, clear and yet complete in their summary of key experiences. The daily journals are to be electronically mailed (email) as an attachment to your Field Supervisor **daily** to ensure proper guidance. It is the student's responsibility to ensure that the Field Supervisor has initialled at the upper right corner of each journal. The student may develop his/her own template, but the format outlined above must be followed. (*See template in the Assignment Handbook*)

2. **Activity Plan** – The development of the personalized Activity Plan promotes the practicum students' (and Sponsor Teacher) involvement and ownership of the learning process and direct attention to learning opportunities within the host centre. Activity Plans are based on student learning needs for skill-building. Students should observe the children to determine areas of interest and develop activity plans based on those observations, and then implement those activities. Students are required to plan and implement at least one activity each day (minimum of 20 activities). Students should also evaluate each activity by using the format provided (*see Assignment Handbook*) and plan further activities based on the evaluation. An activity plan/evaluation must be signed by the sponsor teacher at the back of each plan before carrying out the activity. An "Activity Plan Summary" page should be placed in front of all the activity plans signed by the practicum consultant in the binder.

Activities should reflect a broad curriculum base experienced by the children and should have at least:

- A. 5 creative art activities
 - B. 5 math or science activities
 - C. 3 group times
 - D. 3 language activities
 - E. 2 outdoor activities
 - F. 2 planned activities that support social development
3. **Observation** – students will complete at least 10-hours of observations at other early childhood facilities. Students are required to make arrangements with other early childhood facilities for observations availabilities, and notify the sponsor teacher of the date and time that they will be away for observations at least 1 week ahead of time. The college recommends that students give another reminder to the sponsor teacher 1 – 2 days before taking a leave from the host centre for observation purposes. Students are encouraged to follow the steps in Appendix P-1 Courtesies for Observing at Child Care Centre for such purposes.

The Field Supervisor will request to view the students' observation notes completed during the second visit; the students are to make sure that the required observation hours are completed before the second visit takes place. It is student's responsibility to ensure the supervisor has initialled at the upper right corner of each observation notes. A template for observation form is provided (*see Assignment Handbook*). The student may develop his/her own template, but the format outlined above must be followed.

4. **Daily Attendance** – The Student Teachers are required to document all practicum hours and have those hours confirmed and signed by the Sponsor Teacher. (*Form provided in the Assignment Handbook*).
5. **Practicum Seminar Assignment** – The Student will take in-class notes and organize handouts distributed by the instructors for each session.
6. No late assignment will be accepted.

Late Assignments and Re-do Assignments

All assignments need to be handed in on time on the day they are due (including practicum assignments.). Please include a cover sheet and place it in a file folder or make sure to staple it. E-mailing assignments to the college and/or instructor will not be accepted unless otherwise instructed to do so.

ECE Student Handbook

Assignment grading system is the same as the course grading system. No late or incomplete assignments will be accepted.

The instructor will determine the amount of marks that will be deducted depending on the assignment and/or situation.

In rare situations if the student has a personal emergency such as a car accident or serious illness, the college may accept the assignment late without deducting marks in two (2) days with valid proof of emergency; an effort should be made to have the assignment delivered by a family member, friend or colleagues if possible.

Re-do assignments will only be allowed if the instructor feels the quality of the work is poor. Students cannot re-do an assignment only to obtain a better mark. No re-do assignments will be marked higher than a C+ and they should be handed in within two weeks. It is student's responsibility to pay for extra cost of remarking assignment.

Grade Appeal Procedure

1. If a student is dissatisfied with the grade received for a mid-term (if any) or final assessment and can provide evidence that a higher grade is warranted, he/she should discuss with his/her instructor. The instructor will reconsider the grade and, if warranted, assign a different grade.
2. If the student is not satisfied with the outcome of his/her appeal to the instructor, he/she should submit a written appeal to the Program Director.
3. The Program Director will obtain a copy of the mid-term (if any) or final assessment grade sheet from the instructor and will have the assessment re-marked.
4. If the assessment achieves a higher grade on re-mark, the higher grade will be assigned to the student. If the assessment achieves a lower grade on re-mark, the original grade will be retained.
5. If a grade appeal is reviewed by the Program Director, the grade assigned following the re-mark and review will be final and cannot be appealed further.
6. If a student fails an exam they will have to retake the entire course.
7. Student has 15 business days to appeal after the final decision with submission of Appendix G-8. Student has the right to include an outside mediator or inform PTIB if necessary, refer to complaint procedure.
8. College will take action according to Appendix G-8, and final decision will result within 15 business days. After 15 business days, the case will be closed.

DISPUTE RESOLUTION POLICY

Policy

Capital College provides an opportunity for students to resolve disputes of a serious nature and in a fair and equitable manner.

The policy applies to all college students who are currently enrolled. Students making complaint may be represented by an agent or a lawyer and will not be subject to any retaliation as a result of their complaint. All complaints made by students are kept in one file with decisions issued under the dispute resolution process for five years and are accessible by the PTIB registrar upon request

Procedure

1. When a concern arises, the student should address the concern with the individual most directly involved. If the student is not satisfied with the outcome at this level, the student should put their concern in writing using the "Complaint/ Concern Notification" (see Appendix G-8) and deliver it to the Program Director.
2. In case of an absence of the Program Director, the Senior Educational Administrator will arrange to meet with the student to discuss the concern and desired resolution within 5 business days of receiving the student's written concern, or as soon as practicable.
3. Following the meeting with the student, the Program Director will evaluate whether student's concern are substantiated in whole or in part. Those inquiries may involve further discussion(s) with the student either individually or with appropriate (college's) personnel.
4. The necessary enquiries and/or investigations shall be completed no later than 10 business days following the receipt of the student's written concerns. The Program Director will do one of the following within 10 days of receiving the student's written concerns:
 - A. Determine that the student's concerns are not substantiated; or
 - B. Determine that the student's concerns are substantiated in whole or in part; or
 - C. Determine that the student's concerns are frivolous and vexatious.

ECE Student Handbook

The student and the colleges personnel involved shall receive a written summary of the above determination. A copy of all documentation relating to every student's complaint should be signed by all parties involved. The original will be given to the student, a copy will be placed in the student's file folder in the appropriate section, and a digital copy will be stored in the college database.

5. If it has been determined that the student's concerns are substantiated in whole or in part the Program Director shall include a proposed resolution of the substantiated concern(s).
6. If the student is not satisfied with the determination of the Program Director, the student must advise the Program Director within 48 hours of being informed of the determination. The Program Director will immediately refer the matter to the Vice-President. The Vice-President will review the matter and meet with the student within 5 business days.
7. The Vice-President shall either confirm or vary the determination of the Program Director. At this point the College's Dispute Resolution Process will be considered exhausted.
8. The Vice-President will then report to the Board of Directors for final decision. If the issue is of a serious nature of the Board of Directors may, in their sole discretion and cost, engage the services of a third party mediator to assist in the resolution of the dispute.
9. After having exhausted the dispute resolution process, a student may file a claim with the Private Training Institutions Branch (PTIB) of the Ministry of Advanced Education (www.privatetraininginstitutions.bc.ca) on the basis that the institution misled the student regarding any significant aspect of an approved program.

Complaint Procedure

1. A student initiating a complaint must first consult with the person against whom the complaint is being brought and attempt to work out a solution.
2. If a solution is not forthcoming, the student may then approach the administrative staff at Capital College, who will attempt to facilitate a solution.
3. If the complaint is still not resolved satisfactorily, the student may ask for the involvement or wish to will file a complaint, in writing with the Program Director. The form, "Complaint/Concern Notification" which is to be completed if the concern is not resolved with the person with whom there is a problem. Mediation is strongly encouraged in such situations. When either the student or the College feel it would be helpful an outside mediator could be included in the process of coming to a satisfactory resolution. Whichever party initiates the inclusion of a mediator would be responsible for the cost of such a service. A list of mediators is available from the Program Director.
4. If a serious complaint is unresolved after completing this process, students are urged to inform the PTIB (Private Training Institutes Branch).

Arbitration Committee:

1. Purpose
 - A. To arbitrate significant complains or grievances by Site, Supervising Teacher, Practicum Consultant, Student Teacher or the College.
 - B. To decide on a course of action, in response to a grievance, which shall be binding on all parties involved in it. (See note on "Appeal Procedure" below.)
2. Composition

The College Arbitration Committee will be composed of the following persons, who shall remain members of the committee until the end of the following session:

 - A. Administrator of Capital College
 - B. Program Director
 - C. One of the faculty of the Program, appointed by the Program Director
 - D. One of the students enrolled in the Program, elected by all students
 - E. One other faculty member shall be a stand-by member of the committee, as explained below
3. Areas of Grievance

The Arbitration Committee of the College considers grievances against the program, and against its management and faculty in the following areas:

 - A. Incomplete or seriously deficient Practicum Phase of the College program.
 - B. Capital College's failure to meet the requirements during the Practicum Phase.
 - C. The Program's failure to meet financial obligations to anyone due those obligations.

ECE Student Handbook

4. Grievance Procedure
 - A. A person initiating a complaint must first consult with the person against whom the complaint is being brought and attempt to work out a satisfactory solution. The Administrator must give final approval to any solutions worked out in this manner which involve a change in practicum requirements (assignments and attendance requirements).
 - B. If a complaint is not resolved to everyone's satisfaction by this initial contact, the problem can then be brought before the College Arbitration Committee, who shall decide if it is worthy of a hearing. Complete the "Complaint/Concern" form. In the event of a hearing, the Committee shall hear from both sides of the dispute and shall first attempt to arbitrate a satisfactory solution between them. Failing that, the Arbitration Committee shall decide, by majority vote (two out three), upon a course of action which shall be binding on all parties. (see "Appeal Procedure" below)
5. Appeal Procedure
Individuals who feel they still have legitimate grievances after the above procedures have been exhausted may bring that grievance before the Arbitration Committee of the PTIB. The decision of this committee shall be considered binding on all parties and without appeal.
6. Stand-by Member
In order to keep the Committee voting as objectively as possible, the designated stand-by member of the Committee shall replace either staff member on the Committee against whom a grievance is brought. The stand-by member shall not have a place or vote on the Committee otherwise.
In the event that the elected student representative to the Arbitration Committee is bringing a grievance to the Committee, the place of that student in the voting shall be taken by the student representative.
7. Stipulation
No solution can be arrived at which is in conflict with agencies.

DISCIPLINE AND DISMISSAL POLICY

Capital College will regulate students' behaviours through the Student Code of Conduct. If a student violates the Student Code of Conduct, the Progressive Discipline Procedure will be applied.

Progressive Discipline Procedure:

Capital College follows a progressive discipline procedure when it comes to resolving grievances with students. There are 4 stages in the progressive discipline procedure which includes the following:

1. **Verbal warning-** Students will be given a fair reasonable verbal warning. The College will act quickly and keep a written record with the date of the meeting and warning given to the student. This will be placed in the student's file. Expectations will be clarified directly to the student. The student will be given a time frame and an opportunity to improve on their conduct. The student will be warned that failure to meet those expectations will result in being given a written warning.
2. **A written warning-** If there is an unsatisfactory resolution of the situation and the student continues to not meet those expectations, a written warning letter will be issued to the student and a copy will be placed in the student's file.
3. **Final written warning-** If the written warning is not successful in resolving the issue, a final warning will be issued informing the student that failure to resolve this issue will result in dismissal from the ECE program. A copy of the final written letter will be placed in the student's file.
4. **Dismissal from the program-** the student will be asked to leave the program. All verbal and written communication will be documented and placed in the student's file. Student has the right to appeal the decision, refer to Dispute Resolution Policy.

The following are considered reasons for dismissal from the program:

1. Lack of commitment and serious intent demonstrated by the student as observed in disregard for any aspect listed. Examples might include inattention during class time, incomplete or unacceptable assignment material, or continued absences without notice.
2. Marked inability to interact with faculty, students or children in a mature and respectful manner.
3. Mental incapability of grasping the concepts underlying the materials, the understanding of the children, or interactions with adults.

ECE Student Handbook

4. Violation of the ethical standards (refer to ECEBC Code of Ethics).
5. Submitting false records or information, in writing or orally, or failing to provide relevant information, at the time of admission to the program.
6. Falsifying or submitting false documents, transcripts or any other academic credentials.
7. Damaging, removing, or making unauthorized use of Capital College or the personal property of instructors, staff and students, and assaulting individuals, including conduct which leads to the physical injury or emotional harm of instructors, staff or students.

Students who do not meet the expected code of conduct will be subject to the procedures outlined below which may include immediate dismissal from the institution depending on the severity of the misconduct.

Dismissal Procedure

1. All concerns relating to student misconduct shall be directed to the Director of Student Affairs. Concerns may be brought by officials, students or the public.
2. The Director of Student Affairs will arrange to meet with the student to discuss the concerns within 5 business days of receiving the complaint or as soon as practical. If the alleged conduct is of such a serious nature that an immediate dismissal may be warranted the Director of Student Affairs will meet with the student as soon as practical.
3. Following the meeting with the student, the Director of Student Affairs will conduct whatever further enquiry or investigation is necessary to determine whether the concerns are substantiated.
4. Any necessary inquiries or investigations shall be completed within 10 business days of the initial meeting with the student.
5. The Director of Student Affairs will meet with the student and do one of the following:
 - A. Determine that the concerns were not substantiated;
 - B. Determine that the concerns were substantiated, in whole or in part, and either:
 - 1) Give the student a warning setting out the consequences of further misconduct;
 - 2) Set a probationary period with appropriate conditions; or
 - 3) Recommend that the student be dismissed from the Institution.
6. The Director of Student Affairs will prepare a written summary of the determination. The original will be given to the student, a copy will be placed in the student's file stored securely in the college and a digital copy will be stored in the college's database.
 - A. If the student is issued a warning, the Director of Student Affairs and the student both sign the written warning and the student is given the original, and a copy will be placed in the student's file stored securely in the college.
 - B. If the recommendation is to dismiss the student, the Director of Student Affairs will deliver to the student a letter of dismissal.
 - C. Please note that any written warnings or notices (including email) from college will count as official documents.

Procedure

1. The Student Teacher will be apprised of the situation by the Supervising Teacher. The College places the Student Teacher on probationary status. Explicit, behavioural objectives will be identified for the Student Teacher to work on.
2. One week later there will be a review of the situation with feedback from the Supervising Teacher and the College.
3. Either probationary status will be removed or the Student Teacher is advised that the change in behaviour must continue in order to avoid immediate dismissal from the practicum site.

Please note

1. Any forms of verbal warning given by the College Faculty, or any email sent from the College describing Student Teacher's performance in practicum or requesting the Student Teacher to change his/ her behaviour, are all forms of *formal warning* issued by the College.
2. Any termination of the practicum without an approved reason will result in an immediate dismissal from practicum.
3. Performance at practicum is strongly linked to the academic portion of the program. Therefore, failing to perform adequately at practicum may lead to dismissal from the program.
4. If the College Faculty observes through the Student Teacher's performance in practicum, that the Student Teacher does not have the professionalism or ethical attitude suitable to work in a childcare setting, an immediate dismissal from the program may result.

ECE Student Handbook

5. If repeated issues arise in the Student Teacher's performance at practicum, leading to serious damage of either the reputation of the College or the Practicum Site, the College reserves the right to terminate the Student Teacher's practicum as well as dismissing the Student Teacher from the program.
6. Before any dismissal decision is made, a meeting between various college staffs such as the Program Director, the Practicum Consultant, an experienced instructor, or an appropriate third party will be held, in order to discuss the Student Teacher's situation and whether the dismissal decision is needed.
7. If student is dismissed from practicum, this is considered to be dismissal from the program because practicum is required to complete the program.

WITHDRAWAL AND REFUND POLICY

PTIB Student Tuition Protection Fund

All registered and/or designation institutions must participate in the Student Tuition Protection Fund (STPF). Previously, Private Post-Secondary Education Commission of BC (PPSEC) and later Student Training Completion Fund (STCF) provided tuition protection by requiring private postsecondary institutions to post financial security, which could be a surety bond, letter of credit or cash deposit.

Questions regarding the STPF may be directed to the:

Ministry of Advanced Education Private Training Institutions Branch (PTIB)

Tel. (604) 569-0033 or 1-800-661-7441

Fax. (778) 945-0606

www.privatetraininginstitutions.gov.bc.ca

PTI@gov.bc.ca

Withdrawal

The student has the right to withdraw from a course of instruction at any time with a written notice.

Policy

1. If the institution receives tuition from the student, or a person on behalf of the student, the institution will refund the student, or the person who paid on behalf of the student, the tuition that was paid in relation to the program in which the student is enrolled if:
 - A. the institution receives a notice of withdrawal from the student no later than seven days after the effective contract date and before the contract start date;
 - B. the student signs the student enrolment contract seven days or less before the contract start date and the institution receives a notice of withdrawal from the student between the date the student signed the student enrolment contract and the contract start date; or
 - C. the student does not attend a work experience component and the institution does not provide all of the hours of instruction of the work experience component within 30 days of the contract end date.
2. The institution will refund the tuition for the program and all related fees paid by the student or a person on behalf of the student enrolled in the program if the student is enrolled in the program without having met the admission requirements and did not misrepresent his or her knowledge or skills when applying for admission.
3. If a student does not attend any of the first 30% of the hours of instruction to be provided during the contract term, the institution may retain up to 50% of the tuition paid under the student enrolment contract unless the program is provided solely through distance education.
4. If the institution receives a notice of withdrawal from a student:
 - A. more than seven days after the effective contract date and
 - 1) at least 30 days before the contract start date, the institution may retain up to 10% of the tuition due under the student enrolment contract, to a maximum of \$1,000.
 - 2) less than 30 days before the contract start date, the institution may retain up to 20% of the tuition due under the student enrolment contract, to a maximum of \$1,300.
 - B. after the contract start date
 - 1) but before 11% of the hours of instruction to be provided during the contract term have been provided, the institution may retain up to 30% of the tuition due under the student enrolment contract.

ECE Student Handbook

- 2) and after 10% but before 30% of the hours of instruction to be provided during the contract term have been provided, the institution may retain up to 50% of the tuition due under the student enrolment contract.
5. If the institution provides a notice of dismissal to a student and the date the institution delivers the notice to the student is:
 - A. before 10% of the hours of instruction to be provided during the contract term have been provided, the institution may retain up to 30% of the tuition due under the student enrolment contract.
 - B. after 10% but before 30% of the hours of instruction to be provided during the contract term have been provided, the institution may retain up to 50% of the tuition due under the student enrolment contract.
6. The institution will refund fees charged for course materials paid for but not received if the student provides a notice of withdrawal to the institution or the institution provides a notice of dismissal to the student.
7. Refunds required under this policy will be paid to the student, or a person who paid the tuition or fees on behalf of the student, within 30 days:
 - A. of the date the institution receives a student's notice of withdrawal,
 - B. of the date the institution provides a notice of dismissal to the student,
 - C. of the date that the registrar provides notice to the institution that the institution is not complying with section 1(c) or 2 of this policy, or
 - D. after the first 30% of the hours of instruction if section 3 of this policy applies.
8. If an international student delivers a copy of a refusal of a study permit to the institution, sections 1(a), 1(b), 4, 6, and 7 of this policy apply as if the copy of the refusal were a notice of withdrawal, unless the international student requests an additional letter of acceptance for the same program that was the subject of the refusal of a study permit

Refund Entitlement

Refund entitlement is made by the Chief Financial Officer calculated on the total fees due under the student enrolment contract using "Notice of Refund" (see Appendix G-9). Where total fees have not yet been collected, the College is not responsible for refunding more than has been collected to date and the student may be required to make up for fees due under the contract.

PRIVACY POLICY

Capital College collects students' personal information for the following reasons:

1. To maintain student records as required by PTIB.
2. To keep students/graduates informed of activities of the college.
3. To issue T2202A in accordance with Canada Revenue Agency.

Confidentiality is pledged to all students regarding their records in accordance with the Freedom of Information and Protection of Privacy Act. Students' personal information is not used for any other purpose. The student record is only accessible to the PTIB registrar upon request other than the College administrative staff and the student.

Capital College retains the full student file for a period of eight (8) years following the student's withdrawal, dismissal or graduation. After eight years, the full student record is destroyed using a secure destruction method.

Capital College uploads a copy of the students' enrolment contract, transcripts, and credential to the PTIB appointed third-party vendor: DataWitness Online Ltd. These records are retained for a period of fifty-five (55) years.

Student Record Archiving

Student's files are maintained for a period of eight years following the chart below:

1. Current student's information/documents/course grades/attendance	Hardcopy and computer file
2. New Graduate student's documents/transcript/diploma	Hardcopy (8 years) Computer file (8 years) DataWitness (online contracting and archiving for 55 years)
3. Graduate student's file (after 8 years)	Secured destruction

Procedure for maintaining student files

ECE Student Handbook

1. Student personal information is collected before or at the beginning of the program; course-related information are collected throughout the student's attendance at the college. All required information regarding the student is placed in the student file.
2. Student files containing personal information are safely stored in locking file cabinets and access to the student files is limited to the Administrator, the Program Director, and the President.
3. When a student leaves the college either by withdrawal, dismissal or graduation a transcript is prepared showing the marks achieved in the courses completed successfully. If the student has completed all courses within the program of study, a diploma or certificate and/or credential are also prepared. These documents are signed by the Program Director and copies of the signed documents are placed in the student file.
4. Within 60 days of the student of program completion, copies of the enrolment contract, transcript and diploma, or certificate and/or credential for full career training programs are sent to Datawitness Online Ltd. for long-term storage of fifty-five (55) years.
5. After documents are sent for long term storage, the full student file is placed in "inactive - graduated" student storage for three years.
6. At the end of three years, the student file is placed in "closed" storage for further five years.
7. At the end of the eight-year period, the full student file may be destroyed using a secure destruction method.

Procedure for student access to the information on file

1. The student who wishes to access the information in the student file must make the request in writing and setup an appointment during the College business hours.
2. The Administrator will meet with the student to review the file and will provide copies of any document the student requests.
3. The student will pay \$0.10 per page for the documents copied for him/her.

Procedure for authorizing release of information

1. If a student wishes to authorize a third party to access information in his/her student file, he/she must do so in writing providing the following information of the third party: full name, contact number, recent photo, relationship and reason for authorization.
2. The college will not release information to any person other than people authorized by the student to access information unless required to do so by legislation, a subpoena, court order or if release of information is necessary as part of an ongoing police investigation.

NON-DISCRIMINATION POLICY

The programs are non-sectarian and provide all students and staff regardless of race, colour, sexuality, or ethnic origin with all the rights, privileges, programs, and activities generally accorded or made available to students in a school. We do not discriminate on the basis of race, colour, sexuality, disability, or national or ethnic origin in administration of our educational and admissions policies.

HEALTH AND SAFETY POLICY

Capital College is committed to providing a healthy and safe working and learning environment for all college employees and students. In striving to attain such an environment, the college takes the position of no tolerance for abusive or inappropriate behaviour (including verbal) in the College. Use of the campus facilities is limited to actively enrolled students during regularly scheduled class times and other direct or authorized individuals during the College business hours.

Procedure for Fire Safety

1. The Program Director ensures that adequate fire extinguisher is available as needed throughout the campus and that the fire extinguisher is inspected by a qualified inspector at least annually.
2. The designated institution officer is responsible for preparing and posting emergency exit instructions route maps in each classroom at the campus with the exit from that room specifically noted in a coloured highlight.
3. In the event of a fire emergency, the administrative staff will dial 911 and advise the fire department of the location of the school. They will provide details of the type of fire (if known) and the location of the fire within the campus.
4. The Program Director will advise all staffs, instructors and students to evacuate the campus.

ECE Student Handbook

5. Instructors will escort their students to the outside parking areas ensuring that he or she takes the class list with them. The instructor will check the students present against the student list in attendance that day and will immediately advise the Program Director if anyone is missing.
6. The Program Director will act as a liaison between fire officials and staffs/instructors/students during the emergency. If necessary, the Program Director will authorize school closure.
7. No staff, instructor nor student will re-enter the campus until the fire officials have authorized re-entry.

Procedure for Earthquake Safety:

1. The Program Director ensures that adequate precautions are taken throughout the campus to ensure that injury due to falling or unstable items during an earthquake is limited. This may include securing file cabinets to walls and providing lipped shelving for books or binders that are located at or above head-level.
2. The Program Director ensures that all staffs receive training in the school earthquake evacuation procedures.
3. The designated institution officer is responsible for preparing and posting emergency instructions and exit route maps in each classroom at the campus with the exit from that room specifically noted in a coloured highlight..
4. In the event of an earthquake emergency, all staff and students will take cover and remain under cover until the shaking stops.
5. When it is deemed safe to do so, the Program Director will advise all staff, instructor and students to evacuate the campus.
6. Instructors will escort their students to the outside parking areas ensuring that he or she takes the class list with them. The instructor will check the students present against the student list in attendance that day and will immediately advise the Program Director if anyone is missing.
7. The Program Director will act as a liaison between rescue officials and staffs/instructors/students during the emergency. If necessary, the Program Director will authorize school closure.
8. No staff, instructor nor student will re-enter the campus until the rescue officials have authorized re-entry.

Specific Health and Safety Procedures:

1. Non-toxic materials, such as non-toxic glues, drawing paints, or drawing markers and crayons will be used in the classroom while making materials and working with children
2. Emergency escape plan is located on the wall in the front entrance and in each classroom and also in the office. The escape route will be introduced to the students during the student orientation; after student orientation, all the safety drills will be practiced every six months.
3. A full set of first aid kit is provided in the lobby and is maintained periodically.

GRADUATION POLICY

The Graduation ceremony is usually held on the third weekend of June each year. Students are required to present their graduation projects in groups at the ceremony graduation project exhibition. Attendance is mandatory to complete the project evaluation as a part of assignment assessment. Students whom are absent for the ceremony and failed to exhibit the graduation project will not graduate from the program even if completing both academic courses and practicum requirements.

Group photos will also be taken at the ceremony in the morning. The student representative from each program will receive a sample certificate on the stage. The college will notify students who successfully completed the program to set up an appointment to receive the official certificate with the Administrator. Students who have not completed the program will still attend the ceremony with classmates; however, the official certificate will be issued only when all the required components of the program have been successfully fulfilled.

If the student wishes to have someone pick up the graduation package for him/her, he/she must do so in writing providing the following information of the third party: full name, contact number, recent photo, and relationship in advance and also complete following surveys and submit to the College:

1. Graduate Questionnaire (see Appendix G-10)
2. Graduate Placement Form (see Appendix G-11)

The third party must also make an appointment with the Administrator for picking up the graduation package and arrive as the appointment confirmed with identification.

ECE Student Handbook
ECE STUDENT HANDBOOK ACKNOWLEDGEMENT

**I HAVE READ ALL MATERIAL IN THE HANDBOOK
I AM RESPONSIBLE FOR UNDERSTANDING
AND ABIDING BY ALL THE REQUIREMENTS
OF THE CAPITAL COLLEGE ECE PROGRAM**

PRINT NAME

SIGNATURE

DATE SIGNED

APPENDIX G-1: STAFF AND FACULTY INFORMATION

Administrative Staff

Dr. Kristophe Kubinski
Senior Educational Administrator

Tel: 604-270-7426
E-mail: capitalcollege.ectec@gmail.com

Jackie Hsieh
Program Director

Tel: 604-270-7426
E-mail: capitalcollege.ectec@gmail.com

Jonathan Colvin

Tel: 604-270-7426
E-mail: jonathan.colvin@gmail.com
Director of Communication

Yana Veklych
Administrative Assistant

Tel: 604-270-7426
E-mail: info@capitalcollege.ca

Instructor/ Field Supervisor

Jackie Hsieh

Tel: 604-603-5687
E-mail: busybeemontessori@gmail.com

Linda Rosas

Tel: 604-275-4806
E-mail: lindarosas@gmail.com

Margie Lal

Tel: 604-802-1355
E-mail: dargielal@hotmail.com

Catherine Li

Tel: 604-442-3755
E-mail: catherine8blueberry@gmail.com

Susie Shao

Tel: 604-347-5317
E-mail: susie_shao@hotmail.com

Jinny Ko

Tel: 778-872-5847
Email: ko_jinny@hotmail.com

Candiss Brown

Tel: 778-317-3212
Email: candiss.ab@gmail.com

Wen Hu

Tel: 778-899-8819
Email: hether_hu@hotmail.com

Erica Lin

Tel : 778-688-4585
ericalin1314@gmail.com

FACULTY

Jackie Hsieh

Ms. Jackie received her Master degree in Art major in Teaching English as a Second Language from Minnesota State University – Mankato in U.S.A. She received her Montessori Credential from American Montessori Society and holds a current Early Childhood Educator’s license to practice in B.C. Ms. Jackie also have a level 3 Teal Professional Certificate from the Association of B.C. Teachers of English as an Additional Languages. Ms. Jackie has more than 20 years of teaching experiences teaching in different languages. She is the former manager of the Sunny Gate Montessori School since 2007 and the owner of the Busy Bee Montessori Children’s House. She is a member of BCMA and AMS.

APPENDIX G-2: REQUIRED TEXTBOOK PURCHASING AGREEMENT

I, _____, understand that the Early Childhood Education Program requires
(Full Name)

the students to have the required textbook ready for the course. I would like to,

- purchase the textbooks by myself,
- request the college to purchase the textbooks for me, at any cost that the college report to me when they made the order.

I agree and aware that if I do not have the necessary textbook(s) required by each course ready before the course starts. I am willing to withdraw from the specific course and take the course again the next time when the course is offered by the college.

Print Name

Signature

Date

APPENDIX G-3: OFFICIAL DOCUMENT REQUEST FORM

Send to: Capital College
4400 Hazelbridge Way Unit 540, Richmond, BC, V6X 3R8

Program: ECE-Montessori Montessori-EC ECE ECA
 Montessori-IT ECE-IT LEC FCC

Student Name _____ *Student ID* _____

Mailing Address _____

E-mail Address _____ *Telephone* _____

Fee: \$30 per document – include cash, a cheque or money order

Official Document(s) requested and number of documents requested:

- _____ Letter of Acceptance
- _____ Confirmation of Student Status
- _____ Official Transcript

Total Fee included: _____

Please check one:

- _____ I would like to pick up my official document in person.
- _____ I would like my official document sent to my mailing address.
- _____ I would like my official document sent somewhere else. Please specify below:

Name: _____

Address: _____

I have included the \$30 fee for each document I have requested. I understand it usually takes one week for processing the requested document(s) and requests will be processed once all the required information have been completed and the fees have been paid.

Student Signature _____ *Date Applied:* _____

OFFICE USE ONLY

Issued by: _____ *Date Issued:* _____

APPENDIX G-4: CONFIRMATION OF ADMISSION REQUIRED DOCUMENTS

I, _____ have registered in Capital College's _____ program, and I am required to submit the following documents:

Following the College admission policy, I agree to provide Capital College with completed required documents before the program start date. I understand that if I do not submit the documents before the time limit, the college will have the rights to terminate my student enrolment contract and refund according to the Refund Policy.

By signing, I have read and agree to the above statements.

Student Signature

Date

College Administrator's Signature

Date

APPENDIX G-5: TRANSFER CREDIT APPLICATION

Student Name: _____

Address _____ City _____, **B.C** Postal Code _____

Telephone: _____ E-mail address: _____

Institution: _____

Name of Certificate or Diploma: _____

Identify Courses To Be Assessed: (maximum 50% of the total program)

Course Number and Name	Credits/Hours	Fee	For Office Use Only
			Transfer Status

Documentation: _____

Student Signature: _____ Date: _____

OFFICE USE ONLY

Assessment Accepted: Yes No

Cost of Program to be completed: \$ _____

Program Director Signature

Date

Chief Financial Officer Signature

Date

APPENDIX G-6: CHANGE OF STATUS

Student Name: _____ Student ID Number: _____

Program: ECE-Montessori Montessori-EC ECE ECA
 Montessori-IT ECE-IT LEC FCC

Original Starting Date: _____

Change of Status Date: _____

Anticipated Date of Return to Program: _____

Revised End Date: _____

Reason(s): _____

According to our records, you still have the following course components to complete:

I hereby certify that I will make up the above course(s) that I have missed during my study year and by signing this form I understand that I will follow the college policies and I must complete the program of study before _____. (The maximum length of program is twelve months from contract start date)

I understand that there is no guarantee that the College will offer the required courses, and that I will not have another opportunity to make-up any classes that I fail to attend. I agree that if I have not completed my program within the extended period, I will need to re-register in the program and pay the required tuition fees; or will be dismissed by college with an up to date transcript.

Student Signature

College Administrator

Date

Date

APPENDIX G-8: COMPLAINT/ CONCERN NOTIFICATION

Name: _____

Date: _____

Program: ECE-Montessori
 Montessori-IT

Montessori-EC
 ECE-IT

ECE
 LEC

ECA
 FCC

I have the following concern:

Student Signature

Date

College administrative staff receiving the complaint/ concern: _____

Action taken by Capital College Program Director (or Senior Educational Administrator):

Program Director (or Senior Educational Administrator) Signature

Date

Action taken by Capital College Vice-President (if forwarded to):

Program Director Signature

Date

Decision made by Capital College Board of Directors (if forwarded to):

Signatures of the Board of Directors

Date

Suggestion made by third party mediator (if forwarded to):

Signatures of the Mediator

Date

APPENDIX G-9: NOTICE OF REFUND

Capital College
Administrative Office: 4400 Hazelbridge Way Unit 540
Richmond, BC V6X 3R8

This Notice Is Important. Keep It For Your Records.

Program: ECE-Montessori Montessori-EC ECE ECA
 Montessori-IT ECE-IT LEC FCC

Student Name _____ *Student ID* _____

Mailing Address _____

E-mail Address _____ *Telephone* _____

		<i>Amount</i>	<i>Details</i>
Tuition Fee	CAD \$		
Materials and Supplies – Handout Fee	CAD \$		
Student Record Archiving Fee:	CAD \$		
Graduation Fee:	CAD \$		
Montessori Manuals Fee	CAD \$		
TOTAL AMOUNT	CAD \$		

Refund Check attached below:

A copy of this form must accompany the refund check.

Chief Financial Officer Signature

Date

APPENDIX G-10: GRADUATE QUESTIONNAIRE

Student Name _____ Student ID _____

Mailing Address _____

E-mail Address _____ Telephone _____

Program: ECE-Montessori Montessori-EC ECE ECA
 Montessori-IT ECE-IT LEC FCC

1. School Facilities/ Equipment/ Teaching Resources

a) Space

Satisfied Neutral Unsatisfied

Suggestions: _____

b) Equipment

Satisfied Neutral Unsatisfied

Suggestions: _____

c) Resources

Satisfied Neutral Unsatisfied

Suggestions: _____

2. Admission Criteria

a) How do you feel about the description of Capital College's admission requirement?

Clear Unclear

Why: _____

b) How do you feel about the College's admission requirements?

Reasonable Unreasonable

Why: _____

3. Program

a) What do you think of the Program you have completed?

Very Helpful Neutral Not Helpful At All

Suggestions: _____

b) Would you recommend this Program?

Yes No

Why: _____

c) Do you think it is necessary to take both Montessori and ECE programs at the same time?

Yes No

Why: _____

d) What made you decide to take both Montessori and ECE programs at the same time?

Self-Voluntary Recommended by Staff Referred by Friend

Others: _____

e) How do you feel about taking both the Montessori ECE programs at the same time?

Able to handle Neutral Manage with difficulty

Solution: _____

ECE Student Handbook

4. Administration

Satisfied Unsatisfied

Why: _____

5. Academic

a) Teaching Method

Easy to Understand the Course Content Hard to Understand the Course Content

How: _____

b) Workload

Able to handle Neutral Manage with difficulty

Suggestion: _____

c) Assessment

Well point to my weakness Does not reflect my true ability

Suggestion: _____

6. Practicum

a) How do you feel about the Practicum Site that was arranged by the College?

Satisfied Neutral Unsatisfied

Why: _____

b) How do you feel about your Supervising Teacher?

Satisfied Neutral Unsatisfied

Why: _____

c) How do you feel about your Practicum Consultant?

Satisfied Neutral Unsatisfied

Why: _____

d) How do you feel about your 9-months practicum experience?

Satisfied Neutral Unsatisfied

Why: _____

7. General

a) What do you think are the strengths of the programs from Capital College?

b) What do you think are the weaknesses of the programs from Capital College?

c) What area(s) would you recommend to improve the program? And why?

d) What area(s) would you recommend to keep? And why?

APPENDIX G-11: GRADUATE PLACEMENT FORM

Capital College
Administrative Office: 4400 Hazelbridge Way Unit 540
Richmond, BC V6X 3R8

Dear Graduate:

This letter is to inquire about your current employment.

Program: ECE-Montessori Montessori-EC ECE ECA
 Montessori-IT ECE-IT LEC FCC

Starting and Completion Day of Course: from _____ (MM /YYYY) to _____ (MM /YYYY)

Please identify the following sectors:

Currently Employed in Child Care Center Currently Employed in Non-Child Care Sector
 Will be employed in the next 6 months
 Currently Unemployed: Job Hunting Have other goals

Please answer the following section if you are currently employed in child care center:

Child Care Setting:

Group Child Care 0-18 months Group Child Care 18-36 months Group Child Care 30 months to school
 Preschool Family Child Care Special Needs Child Care Out of School Child Care
 Other: _____

School/City/Province/Country Where Employed: _____

Start Day of Most Current Job: _____ (MM/YYYY)

Choose the Option That Best Describes This Position: Full-Time Part-Time On-Call

Approximate Wage per Hour: _____

What's your current position title? _____

Are you planning to stay at your current place of employment? Yes No

Do you intend to open your own child care facility in the next 5 years? Yes No

Do you belong to any professional organization(s)? Yes _____ No

Did you find the training helpful to you in your career? _____

Any further information:

Your responses to the above questions are required for Capital College to successfully complete its report to for Ministry of Advanced Education Private Training Institutions Branch, MACTE and AMS.

Thank you for your time filling out the survey. Please return to the college address above.

We plan on doing the survey every year. Please keep your contact information current with the college.

Name: _____ Phone Number: _____

Address: _____

E-mail: _____

APPENDIX P-1: PRACTICUM HOST CENTRE LIST

#	Name	Phone	E-mail/ Address	Contact Name
1	Angels Playhouse Childcare Centre	(604) 809- 3868	angelsplayhouse@gmail.com 7893 Stanley Street, Burnaby, V5E 1V7	Karen Wang
2	Blue Whale Children's Learning Centre	(604) 762-1666	megankuo@gmail.com 8060 No. 1 Road, Richmond, V7C 1T9	Megan Kuo
3	CEFA Crestwood	(604) 273-0118 (604) 273-0116 (Fax)	fionaabbas@cefa.ca 120-13700 International Place, Richmond, V6V 2X8	Fiona Abbas-Lee (Principal)
4	Creative Minds Childcare Centre	(604) 263-4711	creativemindsels@gmail.com 5351 Camosun Street, Vancouver, V6N 2C4	Deb Grant
5	Extra Steps Learning Center	(604) 569-0388 (604) 783-1334 (C)	robb@extrasteps.ca 726 West 16 th Ave, Vancouver, V5Z 1S7	Robb Weaver
6	Fair Haven Children Centre	(604) 437- 0171	chrisa.aiteur@gobaci.com 4375 Rumble Street, Burnaby, V5J 2A2	Chrisa Aiteur
7	Fantasy Island Daycare	(604) 241-8474	fanisland@shaw.ca 9711 Geal Road, Richmond, V7E 1R4	Julia Levit
8	Happy May Child Care Centre	(604) 218- 6581	meikang@hotmail.com 220- 4751 Garden City Road, Richmond, V6X 3G1	May Kang
9	Green Apple Daycare	(604) 931-5595	greenappledaycare@hotmail.com 504 Spruce Ave, Coquitlam, V3J 2P6	Jeanette Christine Henderson
10	Kiddyland Multiple Intelligence Children Centre	(604) 668- 6439	kiddylandece@yahoo.com 7520 Sunnymede Crescent, Richmond, V6Y 2V8	Christine Hui
11	Langara Daycare	(604) 323- 5662	rbancroft@langara.bc.ca 100 West 49th Avenue, Vancouver, V5Y 2Z6	Ruth Bancroft
12	Laugh & Learn Children Center	(604) 526-1414 (604) 726-8295	laughNlearnchildrencentre@gmail.com 101-335 Carnarvon Street, New Westminster, V3L 1B9	Maria Corazon Galin
13	Little Pine Tree	(604) 275-9498	guanjenney@yahoo.com 7320 Baffin Court, Richmond, V7C 5L6	Miao, Jia Yi
14	Pioneer Day Care	(604) 278-8212	pioneerdaycare@hotmail.com 8711 Cambie Road, Richmond, V6X 1K2	Sophie Zhang
15	Rainbow Angel Childcare	(604) 365-8128 (778) 927-2565	rainbowangelsmontessori@gmail.com 208 – 8531 Alexandra Road, Richmond, V6X 1C3	Pin Ying Teng (Rina)
16	Renaissance Kids	(604) 241-0826 ext. 222	Richmond@renaissancekids.ca 1-12491 No. 2 Road, Richmond, V7E 2G3	Christine
17	Richmond Star Child Care	(604) 726-9000	info@richmondstar.ca 8851 Heather Street, Richmond, V6Y 2R7	Jane Song
18	Trinity Baptist Daycare	(604) 264-1192	daycare@tbcvancouver.ca 1460 West 49 th AvenUE, Vancouver, V6M 2R5	Maria Forrester
19	Write Choice Early Learning Centre	(604) 475-3181 (604) 475-3182 (F)	mschin@writechoicelarning.com Unit 2027- 1163 Pinetree Way, Coquitlam, V3B 8A9	Roberta Chin



Capital College

4400 Hazelbridge Way Unit 540, Richmond, B.C. V6X 3R8 Canada
TEL: (604) 270 – 7426 FAX: (604) 270 – 7476
www.capitalcollege.ca E-mail: info@capitalcollege.ca

APPENDIX P-2: ECE PRACTICUM PLACEMENT LETTER

Attention: Child Care Program Administrator,

Capital College is a private institution offering Early Childhood Education Program. This is to request your permission for our students enrolling in Capital College ECE program to complete their first phase of practicum of ECE program – ECE Practicum ____.

Object: ECE Students in Practicum ____ phase.

Duration:

Practicum Components:

Total hours: _____

- 1) On-Site Practicum: _____ hours minimum (Host a trainee for a maximum period of 40 hours per week; minimum 4 hours per day and 4 days per week).
- 2) Observation at other childcare facilities: ____ hours minimum
- 3) Practicum Seminar Meeting: ____ hours

Practicum Placement & Requirement:

1. **Sponsor Teacher:** Be responsible for signing the practicum student's activity plan and providing the practicum student's experience relating to the following areas:
 1. Preparation: of indoor and outdoor environment.
 2. Observation and Recording: observing, responding/ planning, assessing and maintaining records.
 3. Interaction: relations among parents, staff and children.
 4. Instruction: designing activities; individual and group presentations.
 5. Child Guidance: individual and group strategies.
 6. Parent/ Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house.
 7. Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques.
 8. To meet and discuss with the practicum student formally or informally on a daily basis in order to provide immediate feedback on the practicum student's performance.
 9. To complete 2 of On-Site Assessment Booklet – Sponsor Teacher for Practicum ____.
 10. To inform the College and the Field Supervisor of any concerns regarding the practicum student's performance.
 11. Must be in the classroom with the practicum student full time on a direct and daily basis.
2. **Field Supervisor:** Is the person that is assigned by the College to come into the childcare centre and do a minimum of two (2) direct observations of the practicum student for a minimum of 2 hours (one hour and half for observation and half hour of discussion) during the whole on-site practicum phase. These observations are used to provide feedback for the practicum student.
 - 1) He/ She is available to the practicum student for consultation and communication if any questions or concerns occurred during the practicum. The Field Supervisor should also give the practicum student the support, suggestions, lessons, advice, and the wisdom of experience and is required to initial the practicum student's observation form on every visit.
 - 2) Will arrange at mutually convenient for the Host Centre, the Practicum Student and the Sponsor Teacher to observe in the student's classroom.

ECE Student Handbook

- 3) Should stay in communication with the College. Advise the College of any difficulties, concerns, or problems with any part of the practicum phase.
 - 4) To complete the Practicum ___ On-Site Assessment Booklet – Field Supervisor for each practicum student(s) assigned and visited at the end of the practicum student’s practicum phase.
3. **Practicum Student:** Will demonstrate their developing skill in communicating, planning, and implementing “best practice” as they further their observation abilities and continue to learn to contribute to a quality early childhood program
- 1) Is expected to follow the Practicum Policies and Student Practicum Responsibilities.
 - 2) Is required to complete the Learning Portfolio during the on-site practicum phase:
 - Activity Plan for minimum of ___ activities and at least one activity each day in the following areas:
 - i. Creative Art area: ___ activities minimum
 - ii. Math or Science area: ___ activities minimum
 - iii. Group Time: ___ minimum
 - iv. Language area: ___ activities minimum
 - v. Outdoor area: ___ activities minimum
 - Journal on a daily basis of their practicum experience for self-reflecting, time management and a record of interaction between host centre, sponsor teachers, children and families.
 - 3) Is required to record daily attendance.
 - 4) Is required to complete a minimum of ___ hours of observation in at least two (2) licensed group childcare facilities excluding the Host Centre.
 - 5) Is required to attend the ___ hours of practicum seminar meetings on Thursday, from 2:00p.m. to 6:00p.m. with the following schedule:

Please take some time to fill out the attached “**Practicum Place Host Agreement**” and send back to us via fax at (604) 270- 7476 or contact us by phone at (604) 270- 7426 or e-mail us your response to info@capitalcollege.ca before (date). Capital College appreciate all your time in looking at this matter and Thank you.

Sincerely Yours,

Capital College



Capital College

APPENDIX P-3: ECE PRACTICUM PLACE HOST AGREEMENT – PRACTICUM ___

We, the undersigned, are interested in becoming a Training Place Host through an agreement with Capital College acting as the Practicum Coordinator. We have been in business for a period of at least one year. We reserve the right to participate in the selection of the trainee(s) with the Practicum Coordinator as well as the right to participate in the review and/or development of the training plan.

The responsibilities of the Practicum Place Host are to:

- Host a trainee for a maximum period of 40 hours per week; minimum 4 hours per day and 4 days per week.
- Allow the trainee to spend 50% of his/her time doing hands-on work with the children.
- Allow the student to use some time for observation, and learning other useful skills relative to their training in the ECE field.
- Keep attendance records, and to report any unauthorized absences on the day on which it occurs to the appointed Field Supervisor.
- Allow a representative of Capital College to call/visit the premises twice to assess the trainee's progress.
- Complete the provided trainee 2 of on-site assessment booklet – sponsor teacher for Practicum ___.
- Communicate with the trainee in regard to his/her progress and, if it is unsatisfactory, to call the appointed Field Supervisor immediately.
- Provide a safe and supervised environment for the trainee.
- Be certain that the presence of the trainee will not affect existing employees, nor employees on lay off.

Capital College hereby declares that:

- The trainee is covered by Capital College's insurance plan while on practicum covered by this agreement.
- The training place host hereby waives all action, claim or demand of whatever kind or nature that he/she may have against Capital College by reason of damage to or personal injury, or both, as a result of this agreement.
- The training place host may terminate this agreement at any time after discussion with the College of the assigned practicum student of continual unimproved behaviour, by giving notice to the appointed Field Supervisor.

Please Attach Training Place Host's Business Card Here	_____	_____
	Name of the Host Centre	Title of Sponsor Teacher
	_____	_____
	Name of Sponsor Teacher (please print)	Signature of Sponsor Teacher
	_____	_____
	Name of Trainee	Signature of Trainee
	_____	_____
	Marian Lee	_____
	Name of Program Director	Signature of Program Director

Please **fax** this form back to our office at: (604) 270- 7476 before (date).
 Your time and help is sincerely appreciated. Thank you.

APPENDIX P-4: COURTESIES FOR OBSERVING AT CHILD CARE CENTER

1. Make an appointment with the preschool/ day care that you would like to observe at least one week before the date.
2. When making an appointment, be sure to be polite; state clearly on your purpose, where you are from and if the school is open for observation.
3. On the date of observation, be sure to arrive the site at least 10 minutes before the appointed time, and introduce yourself to the teachers generously. Thank them for letting you to observe at their school.
4. If the directress has informed you to stay at a specific place, please do not walk around in the classroom. Even if the directress has said that you are free to explore the classroom, it is best to not walk around when the class has started.
5. **REMEMBER:** we are only the observer. It is our responsibility to not disrupt the class in each and every way, including talking to children, or the directress(s), touching the materials in the room, making noises...etc. Even though we are just observers, we need to show our professionalism as future Early Childhood Educators.
6. **TIP:** You may want to bring a notebook and a pen when you do your observation. Record down what you see in detail is the basic skill of an observer. You may have a very good memory, however, there is always something that you might have missed out. So, bring your equipment and go to work!
7. Prepare something for the school that you are going to observe: a thank-you card, flower(s) or plant(s), even something that you made (but in good quality) will do. You may also have something you think that can be added to the school. By bring them something, not only show them your appreciation, but also a respect of a school.



Capital College

4400 Hazelbridge Way Unit 540, Richmond, B.C. Canada V6X 3R8

TEL: (604) 270 – 7426

FAX: (604) 270 – 7476

www.capitalcollege.ca

E-mail: info@capitalcollege.ca

APPENDIX P-5: INTRODUCTION LETTER FOR OBSERVATION

RE: School Observation

Dear School Administrator,

We would like to introduce to you our students from Capital College in hopes that you will allow them to do observation in a licensed child care setting where they can learn the skills to prepare their future career in the early childhood field.

It is important to note that all our students have met the program requirement; their criminal records are clear and are healthy to work in a childcare facility.

Please feel free to contact us at 604-270-7426 or e-mail us at: capitalcollege.ectec@gmail.com if you have any questions

Thank you.

Yours truly,

Jackie Hsieh
Program Director