



# Course Syllabus

**Course title:** Early Childhood Profession 2

**Class section:** ELC - 231 - R02

**Term:** 2025S

**Course credits:** 3

**Total hours:** 45

**Delivery method:** In-Person

## Territorial acknowledgment

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Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək̓ʷəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

## Instructor details

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**Name:** Jeanne Puritch

**Email:** puritchj@camosun.ca

## Course description

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### Course Description:

This course builds on the knowledge and skills introduced in ELC 130, with an emphasis on ethical and reflective professional practice, program evaluation and accountability. Students will focus on strategies to develop and maintain collaborative partnerships within the staff team and broader

professional community. Administrative skills of recruitment, staff supervision and evaluation are explored. Diverse program models are examined and presented and lifelong professional development is emphasized to continually enhance quality of current knowledge and skills.

**Prerequisites:**

All of:

- C+ in ELC 130
- C+ in ELC 214

## Learning outcomes

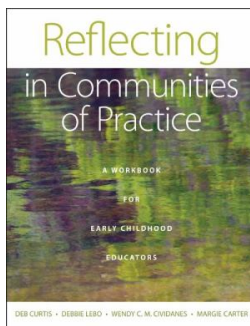
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Upon successful completion of this course a student will be able to:

- Apply knowledge of current legislation/policy related to Early Childhood Education.
- Apply knowledge of ethics, standards, and professionalism to practical situations and contexts.
- Engage in program assessment/evaluation.
- Identify ongoing professional development needs for ECEs.
- Use Administrative processes that contribute to effective administration/leadership of child care services.

## Course reading materials

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**Title:** Reflecting In Communities Of Practice: A Workbook For Early Childhood Educators

**Authors:** Deb Curtis, Debbie Lebo, Wendy C. M. Cividanes, Margie Carter

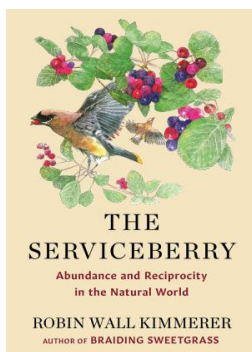
**Publisher:** Redleaf Press

**Publication Date:** 2013

**Required/Optional:** Required

**Title:** The serviceberry: Abundance and reciprocity in the natural world.

**Authors:** Kimmerer, R. W., & Burgoyne, J.



**Publisher:** Scribner  
**Publication Date:** 2024  
**Required/Optional:** Required

## Course materials

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### Required Texts:

Curtis, D., Lebo, D., Cividanes, W. C. M., & Carter, M. (2013). Reflecting in communities of practice: A workbook for early childhood educators. Redleaf Press.

Kimmerer, R. W., & Burgoyne, J. (2024). The serviceberry: Abundance and reciprocity in the natural world. Scribner.

- **Additional Readings and Resources linked on D2L**

## Course schedule

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| Week or Date Range          | Activity or Topic  | Other Notes   |
|-----------------------------|--|---|
| Week 1<br>Tuesday<br>May 6  | Review Course Required Resources and in-class/d2l Resources<br><br>Leadership & Professionalism  | <a href="https://www.acc-society.bc.ca/resource/indigenous-early-learning-and-child-care-framework/">https://www.acc-society.bc.ca/resource/indigenous-early-learning-and-child-care-framework/</a><br><br>ECEBC Code of Ethics |
| Week 1<br>Thursday<br>May 8 | Roles, Responsibilities & Certifications<br><br>ECE Registry Certificate to Practice: <ul style="list-style-type: none"><li>• ECE 5 Year Certificate</li></ul> |   |

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|---|--|---|
|   | <ul style="list-style-type: none"> <li>• ECE 1 Year Certificate</li> <li>• ECE Assistant Certificate</li> </ul> <p>Specializations:</p> <ul style="list-style-type: none"> <li>• ECE Infant Toddler Educator</li> <li>• ECE Special Needs Educator</li> </ul> <p>Professional Portfolio</p> <ul style="list-style-type: none"> <li>• Job Descriptions, Cover Letters, Resumes</li> <li>• Philosophy</li> <li>• Job Postings</li> <li>• Professional Writing and Language Templates and formatting</li> </ul> |   |
| <p>Week 2</p> <p>Tuesday</p> <p>May 13</p>  | <p>Introduction to Communities of Practice: Early Childhood Educators as Advocates Professional Learning</p> <p>Communities of Practice &amp; Continuing Education/Professional Development</p> <p>Ethical Responsibility &amp; Ethical Practice</p> <ul style="list-style-type: none"> <li>• Service Berry: Abundance &amp; Reciprocity in the Natural World</li> </ul>   | <p><b>Assignment 1 Due: Professional Portfolio: May 13 (bring printed to class)</b></p>   |
| <p>Week 2</p> <p>Thursday</p> <p>May 15</p> | <p>Current Climate of Early Learning and Care in Canada</p> <p>Community Care and Assisted Living Act: Child Care Licensing Regulation</p> <p>First Nations Head Start - Standards Guide</p> <p><b>Community of Practice 1</b></p> <p><b>(Group 1 Facilitator: _____)</b></p>  | <p>Review prior to class:</p> <p>First Nations Head Start – Standards Guide</p> <p>Community Care and Assisted Living Act: Child Care Licensing Regulations</p> |

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|                              | (Group 2 Facilitator: _____)   | <b>Assignment 2: Communities of Practice Summary 1: Due Monday May 19th by midnight (submitted to D2l)</b>  |
| Week 3<br>Tuesday<br>May 20  | Administration & Leadership in ECE<br><br>Professionalism<br><br>Operations of Early Learning and Care Programs <ul style="list-style-type: none"> <li>Procedures, Layout, Emergency Plan</li> </ul> Environments Physical Space and Legislation<br><br>(Equipment, materials and Legislation) | See Readings on D2L <ul style="list-style-type: none"> <li>Bring notes to class</li> </ul>  |
| Week 3<br>Thursday<br>May 22 | Ethics & ELC Program Policy<br><br><b>Communities of Practice 2</b><br>(Group 1 Facilitator: _____)<br>(Group 2 Facilitator: _____)  | <b>Assignment 2: Communities of Practice Summary 2: Due Monday May 26th by midnight (submitted to D2l)</b>  |
| Week 3<br>Friday<br>May 23   | Field Trip #1  |   |
| Week 4<br>Tuesday<br>May 27  | Social Justice and Professional Responsibility:<br><br>United Nations Declarations of the Rights of the Child  | Read before class:<br><br>Read before class:<br><br>United Nations Declarations of the Rights of the Child<br><br>( <a href="https://www.un.org/development/desa/indigenouspeoples/wp-">https://www.un.org/development/desa/indigenouspeoples/wp-</a> |

|                              |   |   |
|------------------------------|---|---|
|                              | United Nations Declaration on the rights of Indigenous People   | content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)  |
| Week 4<br>Thursday<br>May 29 | Advocacy in ECE<br>Leadership Project Draft<br><b>Communities of Practice 3</b><br><br><b>(Group 1 Facilitator: _____)</b><br><b>(Group 2 Facilitator: _____)</b> | Read before class:<br><br>Diabo (2017) The Indian Act- The Foundation of Colonialism in Canada (on D2L)<br><br><b>Assignment 2: Communities of Practice Summary 3: Due Monday June 2nd by midnight (submitted to D2L)</b> |
| Week 4<br>Friday<br>May 30   | Field Trip #2   |   |
| Week 5<br>Tuesday<br>June 3  | No In-person Classes this week (classroom and computer lab is open for student use all week)  | See d2l for online resources for Self-Directed studies to prepare for: Assignment 3: In-class Presentation Ethics & Policy (due Tues June 10th)   |
| Week 5<br>Thursday<br>June 5 | No In-person Classes this week (classroom and computer lab is open for student use all week)  | See d2l for online resources for Self-Directed studies to prepare for: Assignment 4: Capstone Community Project Document (draft due Thursday June 19th)   |
| Week 6<br>Tuesday<br>June 10 | Guest Speaker<br><br>Indigenous Ways of Knowing and Being in ELC  | <b>Due: Tuesday June 10th</b><br><b>Assignment 3: In-class Presentation Ethics &amp; Policy</b>   |

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| Week 6<br>Thursday<br>June 12 | Child Care Initiatives in British Columbia<br><br><b>Communities of Practice 4</b><br><br>(Group 1 Facilitator: _____)<br><br>(Group 2 Facilitator: _____) | <b>Assignment 2: Communities of Practice Summary 4: Due Monday June 16th by midnight (submitted to D2l)</b> |
| Week 7<br>Tuesday<br>June 17  | No classes – Convocation Ceremony @ Camosun for Diploma  |   |
| Week 7<br>Thursday<br>June 19 | Capstone Community Project Prep – Draft In-Class Presentations   | <b>Assignment 4: Capstone Community Project Document (draft due Thursday June 19th)</b>                     |
| Week 7<br>June 20             | Field Trip #3<br><br>Final Field Trip/Class/Capstone Project   | <b>Assignment 4: Capstone Community Project Document (due in community Fri. June 20th)</b>                  |

## Assessment and evaluation

| Type       | Description   | Weight |
|------------|---|--------|
| Assignment | Professional Portfolio  | 20%    |
| Discussion | Communities of Practice<br>- Facilitation, PD Topic, Resource & Summary (15%)<br>- Participation Summary (x3) 15% | 30%    |
| Assignment | In-class Presentation Ethics & Policy   | 25%    |

| Type                | Description   | Weight |
|---------------------|---|--------|
| Projects / Research | Capstone Community Project<br>- Draft (10%)<br>- Final in-community (15%) | 25%    |

## Course guidelines and expectations

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### Assignment Submission Expectations

All assignments are to be submitted by the due date (in-class or to d2l as outlined).

It is also essential to use citations and references (APA Style) for anything that is from a source that is not your own thoughts, or it is considered plagiarism.

### Extensions

To request an extension for an assignment, you must contact your instructor at least 72 hours before the due date.

The request must be made via email. You do not need to explain why the extension is required, but you must include an alternative date for submitting the assignment.

Extensions are not guaranteed and will be granted at the instructor's discretion.

### Late Submissions without an Extension Request

Assignments submitted after the due date will incur a penalty of 4% per day past the deadline.

Assignments not submitted within 10 days of the due date (without an approved extension) will receive a grade of 0.

Assignments will not be accepted after the last day of class.

**NOTE: Students must achieve a ("C+") in this course to graduate the program.**

### Grade Reviews and Appeals

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>



## Missed Classes

Early Learning and Care classes are experiential and involve significant content shared during class time, making regular attendance crucial.

In cases of illness or other life events, please email your instructor before class to notify them of your absence.

After two missed classes, you will meet with your instructor to discuss any barriers affecting your attendance and to identify possible support resources.

## School or departmental information

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The Early Learning and Care department is located in the School of Health and Human Services.

Program Lead: Danielle Davis: [DavisD@camosun.ca](mailto:DavisD@camosun.ca)

Department Chair: Michelle Jaworsky: [jaworskym@camosun.ca](mailto:jaworskym@camosun.ca)

## College policies and student responsibilities

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The college expects students to be responsible, respectful members of the college community. Responsible students meet expectations about attendance, assignments, deadlines, and appointments. They become familiar with academic policies and regulations, and their rights and responsibilities.

College policies are available online at the [Policies and Directives](#) page. Academic regulations are detailed on the [Academic Policies and Procedures for Students](#) page.

Policies all students should be familiar with include the [Academic Integrity Policy](#). This policy expects students to be honest and ethical in all aspects of their studies. It defines plagiarism, cheating, and other forms of academic dishonesty. Infractions of this policy can result in loss of marks or a failing grade. To learn more about plagiarism and cheating, including the use of artificial intelligence, review the [Academic Integrity Guide](#).

The [Academic Accommodations for Students with Disabilities Policy](#) defines how Camosun provides appropriate and reasonable academic accommodations. The Centre for Accessible Learning (CAL) coordinates academic accommodations. Students requiring academic accommodations should request and arrange accommodations through CAL. Contact CAL at least one month before classes

start to ensure accommodations can be put in place in time. Accommodations for quizzes, tests, and exams must follow CAL's booking procedures and deadlines. More information is available on the [CAL website](#).

Students must meet the grading and promotion standards to progress academically. More information is available in the [Grading Policy](#).

The college uses two grading systems. A course will either use the standard letter grade system (A+ to F) or a competency-based approach with grades of complete, completed with distinction or not completed. Visit the [Grades/GPA page](#) for more information.

Students must meet the college's academic progress standards to continue their studies. A student is not meeting the standards of progress when a GPA falls below 2.0. The college offers academic supports for students at risk of not progressing. The [Academic Progress Policy](#) provides more details.

If you have a concern about a grade, contact your instructor as soon as possible. The process to request a review of grades is outlined in the [Grade Review and Appeals Policy](#).

The [Course Withdrawals Policy](#) outlines the college's requirements for withdrawing from a course. Consult the [current schedule](#) of deadlines for fees, course drop dates, and tuition refunds.

If students experience a serious health or personal issue, they may be eligible for a [medical or compassionate withdrawal](#). The [Medical/Compassionate Withdrawal Request Form](#) outlines what is required.

The [Acceptable Technology Use](#) policy ensures the use of the college network and computers contribute to a safe learning environment. This policy also applies to the use of personal devices with the college network.

Students experiencing sexual violence can get support from the Office of Student Support. This Office of Student support is a safe and private place to discuss supports and options. More information is available on the [sexual violence support and education site](#). Students can email [oss@camosun.ca](mailto:oss@camosun.ca) or phone 250-370-3046 or 250-370-3841.

The [Student Misconduct Policy](#) outlines the college's expectations of conduct. Students should behave to contribute to a positive, supportive, and safe learning environment.

The [Ombudsperson](#) provides an impartial, independent service to help students understand college policies.

## Services for students

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Successful students seek help and access college services. These services are recommended to make the most of your time at college.

#### Services for Academic Success

- [Career Lab](#): Connects students with work-integrated learning experiences, including co-op placements and career fairs.
- [English, Math, and Science Help Centres](#): Get one-on-one help with homework.
- [Library](#): Get help with research, borrow materials, and access e-journals and e-books. Libraries at both campuses provide computers, individual and group study spaces.
- [Makerspace](#): A place to innovate, collaborate, and learn new skills and technology in a fun, dynamic, inclusive environment.
- [Writing Centre & Learning Skills](#): Get assistance with academic writing or meet with a learning skills specialist for help with time management, preparing for exams, and study skills.

#### Enrolment, Registration, and Records

- [Academic Advising](#): Talk to an academic advisor for help with program planning.
- [Financial Aid and Awards](#): Learn about student loans, bursaries, awards, and scholarships.
- [Registration](#): Get information about Camosun systems, including myCamosun, and college policies and procedures.
- [Student Records](#): Get verification of enrolment to access funding, request a transcript, or credential.

#### Wellness and Cultural Supports

- [Counselling](#): It's normal to feel overwhelmed or unsure of how to deal with life's challenges. The college's team of professional counsellors are available to support you to stay healthy. Counselling is free and available on both campuses. If you need urgent support after-hours, contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.
- [Centre for Indigenous Education and Community Connections](#): Provides cultural and academic supports for Indigenous students.
- [Camosun International](#): Provides cultural and academic supports for international students.
- [Fitness and Recreation](#): Free fitness centres are located at both campuses.

For a complete list of college services, see the [Student Services](#) page.

## Changes to this syllabus

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Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change the course content or schedule. When changes are necessary the instructor will give clear and timely notice.