



Course Syllabus

Course title: Practicum 1

Class section: ELC - 143 - X01

Term: 2025S

Course credits: 6

Total hours: 208

Delivery method: In-Person

Territorial acknowledgment

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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Course description

Course Description:

Students will integrate and demonstrate the skills, knowledge, attitudes and theory at an introductory level, gained through the program. Students will develop caring and culturally appropriate relationships and practices with children, family, colleagues and community, and will begin to demonstrate the roles and responsibilities of the early childhood professional.

Prerequisites:

All of:

- C+ in ELC 110
- C+ in ELC 130
- C+ in ELC 150
- COM in ELC 160
- C+ in ELC 170

Pre or Co-requisites:

All of:

- C+ in ELC 113
- C+ in ELC 120
- C+ in IST 120
- C+ in PSYC 154

And one of:

- C+ in HLTH 111
- C+ in IST 120

Learning outcomes

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

- Use beginning level critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices.
- Support young children's well-being and holistic learning at a beginning level within the context of family, culture, and community.
- Begin to establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and

program policies.

- Use respectful, professional and culturally sensitive interpersonal communication skills in all aspects of work as an early learning and care professional.
- Demonstrate basic knowledge of indigenous ways of knowing and being and the impact of residential schools and on-going colonization that enable supportive early learning experiences for aboriginal children, families and community at a beginning level.
- Develop caring relationships with young children, families, and colleagues as a foundation for early learning and care practice.
- Demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Code of Ethics (principles of fairness, equity and diversity).

Course materials

Elliot, E. (2018). Listening to the children, listening to the Land. Camosun Printshop (Required)

Course schedule

WEEK or DATE RANGE	ACTIVITY or TOPIC
Week 1 May 5-11	Orientation: Reviewing the course, assignments, required documents for practicum, and setting goals and intentions for the term Focus on the Learning outcome : Develop caring relationships with young children, families, and colleagues as a foundation for early learning and care practice
Week 2 May 12-18	Focus on the Learning outcome: Begin to establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies
Week 3 May 19-25	Focus on the Learning outcome: Use respectful, professional and culturally sensitive interpersonal communication skills in all aspects of work as an early learning and care professional

WEEK or DATE RANGE	ACTIVITY or TOPIC
<p>Week 4</p> <p>May 26- June 1</p>	Focus on the Learning outcome: Demonstrate basic knowledge of Indigenous ways of knowing and being and the impact of residential schools and on-going colonization that enable supportive early learning experiences for aboriginal children, families and community at a beginning level.
<p>Week 5</p> <p>June 2-8</p>	Focus on the Learning outcome: Demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Code of Ethics (principles of fairness, equity and diversity)
<p>Week 6</p> <p>June 9-15</p>	Focus on the Learning outcome: Support young children's well-being and holistic learning at a beginning level within the context of family, culture, and community
<p>Week 7</p> <p>June 16-22</p>	Focus on the Learning outcome: Use beginning level critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices
<p>Week 8</p> <p>June 23-29</p>	Revisit the Learning outcome : Develop caring relationships with young children, families, and colleagues as a foundation for early learning and care practice
<p>Week 9</p> <p>June 30- July 6</p>	Revisit the Learning outcome: Begin to establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies
<p>Week 10</p> <p>July 7-13</p>	Revisit the Learning outcome: Use respectful, professional and culturally sensitive interpersonal communication skills in all aspects of work as an early learning and care professional
<p>Week 11</p> <p>July 14-20</p>	Revisit the Learning outcome: Demonstrate basic knowledge of Indigenous ways of knowing and being and the impact of residential schools and on-going colonization that enable supportive early learning experiences for aboriginal children, families and community at a beginning level.
<p>Week 12</p> <p>July 21-27</p>	Revisit the Learning outcome: Demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Code of Ethics (principles of fairness, equity and diversity)
<p>Week 13</p> <p>July 28-August 3</p>	Revisit the Learning outcome: Support young children's well-being and holistic learning at a beginning level within the context of family, culture, and community

WEEK or DATE RANGE	ACTIVITY or TOPIC
Week 14 August 4-6	Revisit the Learning outcome: Use beginning level critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices Set goals and intentions for future practice

Assessment and evaluation

Competency based grading system

COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

Course guidelines and expectations

ELC 143 – Practicum 1 has required attendance and participation in all practicum seminar classes and weekly scheduled field-based practicum hours in a designated approved practicum site.

Assignments

- All Assignment details can be found on D2L.
- All assignments will be graded using Camosun's [Competency Based Grading System](#)
- Assignments are designed to support students in demonstrating the learning outcomes and to support students to develop dispositions (articulated within BC Child Care Sector Occupational Competencies) required for professional practice.
- All assignments and practice learning outcomes must demonstrate knowledge and skill at a grade level of "C+" or higher to receive a grade of "COM" as determined by your instructor in order to successfully pass this course.
- Assignments that are more than 10 calendar days past the due date will not be accepted, and will receive an automatic grade of "NC"
- **Extensions:** Students can request extensions and negotiate revised due dates in writing, by emailing their instructor a minimum of 48 hours before the due date. Alternatively, students can

arrange an in-person meeting with their instructor prior to the assignment due date to request an extension. Extensions are granted at the discretion of the instructor.

- **Students with a Letter of Accommodation from the Centre for Accessible Learning (CAL):** must communicate this with the instructor at the beginning of the semester, or once they have received their letter. The student is responsible for requesting any/all extensions and negotiating revised due dates for each assignment.

Attending Practicum

- Assignments that are more than one week late (without, or beyond, a negotiated extension) will result in the student forfeiting their right to attend practicum until the assignment has been submitted. In this instance, the instructor will notify the student by email (citing this section of the syllabus), and the student will be responsible for emailing their practicum mentor (and cc'ing their instructor) to notify the centre of the pause in practicum. The student will be permitted to resume practicum once their assignment has been submitted and receives a grade of "COM".
- At mid-way in practicum (week seven) students must be up-to-date with all required hours (practicum and seminar class, including any required missed seminar assignments) to continue attending practicum.
- Students who have missed 25% of practicum hours forfeit their right to complete practicum.
- All missed practicum hours must be completed by the last day of the course instruction period, unless prior arrangements have been made and signed off on by the instructor, the program leader, the mentor and the student.

Seminar Class

- Attendance and participation are required at all seminar classes to successfully complete this course.
- Students who miss a practicum seminar are expected to email their instructor directly, prior to the start of the scheduled seminar and to complete the "Missed Seminar Assignment". It is the student's responsibility to make arrangements for the "Missed Seminar Assignment" (further detailed on D2L, in Assignments).
- Missing more than two seminar classes will result in not being able to continue in field-based practicum hours without an educational support plan and permission from the program leader. In these cases, students may be notified by the instructor not to return to practicum until a meeting can be arranged with the instructor and the program leader to create an educational support plan and determine next steps. Resuming field-based practicum hours will be at the discretion of the instructor and program leader.
- Students are expected to come to practicum each week prepared to orally share their learning in pairs, and/or small groups. In this course, Practicum One, assignments are built to support students to articulate their understanding of how theory lives in practice. In addition to sharing

their "noticing and reflections", students are expected to practice skills of "collaborative dialogue" (these terms are further detailed in the Assignment descriptions on D2L). These skills are required in the field, and these assignments mirror the ways that early childhood educators are expected to communicate with colleagues and families.

- Each week, seminar and discussions will focus on current issues emerging from student practicum experiences and on the learning outcomes for the course.

Participation expectations

- Consistent attendance with pre-class preparation, including completing assignments
- No use of cell phones or laptops unless prompted by instructor for a class activity
- Contributing to small and large group discussions
- Effective interpersonal communication skills including with peers, instructors and guests: active listening; culturally aware and respectful dialogue; professional and constructive comments
- Ongoing communication with the instructor, as needed.
- No more than two seminar classes can be missed for students to continue in the field-based practicum.

Required Practicum Field Hours

Attendance and participation is required for all approved weekly scheduled, field-based practicum hours at your designated practicum site to successfully complete this course.

Students are expected to regularly update their timesheet, and to have their mentor sign off on this document at the end of each week.

Practicum Attendance Expectations

- Students are expected to co-create a weekly schedule with their mentor that aligns with the number of days and hours the practicum requires. Instructors must approve this schedule. Proposed changes to student's weekly schedule should be pre-approved by their instructor.
- Practicum sites with planned/unplanned program closures: Students are responsible for communicating any closures that are on a scheduled practicum day and work with their instructor to adjust their weekly schedule as needed to ensure they are meeting course required hours.
- Absence: If a student is unable to attend a scheduled practicum shift due to extenuating circumstances, such as illness or emergency:
 - Step 1: the student is responsible for notifying both the practicum site and their instructor in the morning prior to their shift start time. (Instructor should be notified by email. Each practicum site may have a preference of either phoning or emailing, and students should make this plan with them, and follow accordingly)

- Step 2: After notifying your instructor of your absence/missed hours, within one week, student will connect with their instructor to plan collaboratively the best way to make up a missed day/shift or any missed hours, and present to the practicum mentor for agreement.

NOTE: If students experience a high number of missed practicum hours (for any reason) and are unable to re-schedule all missed hours within the last day of the course instructional period, they will not be able to continue in practicum without an education support plan and permission from the Program Leader.

Additional information

DESCRIPTION	DUE DATE	WEIGHTING
Introductory poster	May 8th (upload to D2L before 5:00pm)	COM/NC
First Impressions	May 14th (upload to D2L before seminar)	COM/NC
Journal/Portfolio	Submit your document (title slide + one slide outlining your intentions and commitments) by May 14. Starting May 21, update your portfolio weekly before seminar with two new slides: one for 'Noticing' and one for 'Reflections.'	COM/NC
Seminar Attendance and Engagement (required)	Weekly	COM/NC
Instructor Visit One: Demonstrating dispositions and intentional practices that meet or exceed learning outcomes	Scheduled individually	COM/NC
Mentor Meeting One: Sharing your Journal/Portfolio	June 9th – June 12th	COM/NC
Reflection Slide: Summary of Collaborative Dialogue with Mentor	June 13th (Upload to D2L by 5:00pm)	COM/NC

Instructor Visit Two: Demonstrating dispositions and intentional practices that meet or exceed learning outcomes	Scheduled individually	COM/NC
Mentor Meeting Two: Sharing your Journal/Portfolio	July 14th – July 17th	COM/NC
Reflection Slide: Summary of Collaborative Dialogue with Mentor	July 18th (Upload to D2L by 5:00pm)	COM/NC
Final Reflection	August 6th (upload to D2L before seminar)	COM/NC
Completed and Submitted Practicum Schedule (Time sheet - signed by mentor and student)	August 6th (upload to D2L before seminar)	COM/NC

College policies and student responsibilities

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 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

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

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.

