

COURSE SYLLABUS



COURSE TITLE: ELC 143 – Practicum 1
CLASS SECTION: X06
TERM: F2024
COURSE CREDITS: 6
DELIVERY METHOD(S):

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME & EMAIL:

Morgan Myers MyersM@camosun.ca

Saza Rose LichtyL@camosun.ca

Anna St. Denis StdenisA@camosun.ca

Maire Walker WalkerM@camosun.ca

OFFICE: CHW 312

HOURS: **Please email your instructor to make an appointment. We are here as resources, and we have plenty of tea! We LOVE sitting with you, talking about practice, and supporting you in your learning journey. It's what we are here for. Please do not hesitate to reach out. We can arrange to meet by phone, in-person, or plan to have a virtual meeting.**

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Restricted to students in Early Learning and Care

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.

PREREQUISITE(S):	All of: C+ in ELC 110; C+ in ELC 130; C+ in ELC 150; COM in ELC 160; C+ in ELC 170
CO-REQUISITE(S):	All of: C+ in ELC 113; C+ in ELC 120; C+ in PSYC 154; C+ in IST 120
EQUIVALENCIES:	N/A

COURSE LEARNING OUTCOMES / OBJECTIVES

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

- a) use beginning level critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices.
- b) support young children's well-being and holistic learning at a beginning level within the context of family, culture, and community.
- c) 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.
- d) use respectful, professional and culturally sensitive interpersonal communication skills in all aspects of work as an early learning and care professional.

- e) 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 Indigenous children, families and community at a beginning level.
- f) develop caring relationships with young children, families, and colleagues as a foundation for early learning and care practice.
- g) 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).

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

British Columbia Ministry of Education (2019). *British Columbia early learning framework*.

Province of BC.

Elliot, E. (2018) *Listening to children*. Camosun Printshop

Garboden Murray, C. (2021). *Illuminating care: The pedagogy and practice of care in early childhood communities*.

Exchange Press.

Other readings and resources will be shared on D2L

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar	2*	14	28
Lab / Collaborative Learning			
Supervised Field Practice	18	13	180***
Workplace Integrated Learning			
Online			
		TOTAL HOURS	208

*Seminar hours are 2 hrs per week from Week 1 to Week 14.

**Field Practice hours are 6.5 hrs per week from Week 2 to Week 14. Students are required to take a 30 minute break during their shift each day. Break time does not count toward practicum hours. Therefore, while students are required to be at practicum for 6.5 hours per day, each day students will accumulate 6 hours per day toward their required practice hours.

- September 9th: Orientation at center (does not count towards hours)
- Practicum starts: September 10th
- Practicum days: Mondays, Tuesdays, and Thursdays
- Practicum concludes: December 7th

*** 32 days of practicum at 6 hours per day = 192 hours (This calculation takes into account space for illness, and unforeseen circumstances. These hours have been thoughtfully determined to support students to be successful. The registry requires students to complete a minimum of 180 hours in this practicum).

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 September 4	Orientation, arriving, preparing for practicum	We will distribute paperwork that you will need to bring with you to practicum.
Week 2 September 11	Being present, witnessing, and slowing down to attend -what do you need? *introducing Assignment Three - "Making Learning Visible 1" <i>Engaging with the learning outcome:</i> a) Use beginning level critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices	Required reading - Coursepack: "An invitation from Vicki and Enid" "Enid reflects on beginnings" Assignment 1: Introductory Poster due before class on D2L
Week 3 September 18	Putting language to learning, and the responsibility of telling stories -strengths-based language -writing as an invitation to think-with <i>Engaging with the learning outcome:</i> d) Use respectful, professional and culturally sensitive interpersonal communication skills in all aspects of work as an early learning and care professional *bring your "Traces of Practice" to seminar	Required reading - Coursepack: "The power of the tree" "Further thoughts about trees" "...and stories" "Thinking again" Assignment 2: First Impressions due before class on D2L
Week 4 September 25	Truth as necessary. How are we contributing to a world in which reconciliation might be possible? What is the role of the early childhood educator in creating more-just worlds? <i>Engaging with the learning outcome:</i> e) 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 Indigenous children, families and community at a beginning level	Required reading - Coursepack: "Being part of community"

	*bring your “Traces of Practice” to seminar	
Week 5 October 2	<p>Attending to children’s joy, and making space for the co-construction of knowledge</p> <p><i>Engaging with the learning outcome:</i></p> <p><i>f) Develop caring relationships with young children, families, and colleagues as a foundation for early learning and care practice.</i></p> <p>*bring your “Traces of Practice” to seminar</p>	<p>Required reading - Coursepack: “How to chop down a tree” “Afterwards” “You’ve got to love Jay”</p>
Week 6 October 9	<p>Attending to care rituals</p> <p>Illuminating learning within ordinary moments</p> <p>What does a curriculum of care look like?</p> <p><i>Engaging with the learning outcome:</i></p> <p><i>c) 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.</i></p> <p>*bring your “Traces of Practice” to seminar</p>	<p>Required reading – Illuminating Care</p> <p>“The first lamp of care: Care is education” (p. 23 – 36)</p>
Week 7 October 16	<p>Engaging in collaborative dialogue</p> <p>Uplifting children’s perspectives</p> <p>Staying curious</p> <p><i>Engaging with the learning outcome:</i></p> <p><i>b) Support young children’s well -being and holistic learning at a beginning level within the context of family, culture, and community.</i></p>	<p>Assignment 3: Making Learning Visible 1 – due before class. Bring a printed copy of your assignment to class to share</p>
Week 8 October 23	<p>Care and social justice</p> <p>Respecting families</p> <p>Advocating for care</p> <p>*introducing Assignment Four - “Making Learning Visible 2”</p> <p><i>Engaging with the learning outcome:</i></p> <p><i>g) 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).</i></p>	<p>Required reading – Illuminating Care</p> <p>“The second lamp of care: Care is a right” (p. 37 – 54)</p>

Week 9 October 30	Boundaries Social guidance *bring your "Traces of Practice" to seminar	Required reading – Illuminating Care "The third lamp of care: Care is a partnership" (p. 55- 65)
Week 10 November 6	Intimacy and trust Bodies and diverse abilities *bring your "Traces of Practice" to seminar	Required reading – Illuminating Care "The fourth lamp of care: Care is bodily" (p. 66 – 84)
Week 11 November 13	Holding space for what children care about Making children's care visible *bring your "Traces of Practice" to seminar	Required reading – Illuminating Care "The fifth lamp of care: Care is an art" (p. 85 - 94)
Week 12 November 20	Educators as researchers Learning requires care, and connection Necessity of movement *bring your "Traces of Practice" to seminar	Required reading – Illuminating Care "The sixth lamp of care: Care is a science" (p. 95 – 110)
Week 13 November 27	Educators as critical thinkers The power of open-ended questions Inquiry as alive	Assignment 4: Making Learning Visible 2 – due before class. Bring a printed copy of your assignment to class to share
Week 14 December 4	Who are we in the lives of children? Who are we as citizens? What do we stand for? Where will we go from here?	Required reading – Illuminating Care "The seventh lamp of care: Care is what makes us human" (p. 111 – 128) Assignment 5: Final Reflections due before class on D2L

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Assignment One - Introductory Poster (Due: September 11. Upload to D2L before class)	Com/NC
Assignment Two - First Impressions (Due: September 18. Upload to D2L before class)	Com/NC
Assignment Three - Making Learning Visible 1 (Due: October 16. Upload to D2L before class)	Com/NC
Assignment Four - Making Learning Visible 2 (Due: November 13. Upload to D2L before class)	Com/NC
Assignment Five - Final Reflection (Due: December 4. Upload to D2L before class)	Com/NC
<p>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.</p> <p>https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf</p>	TOTAL 100%

COURSE GUIDELINES & 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 assignments and practice learning outcomes must demonstrate knowledge and skill at a grade level of “C+” or higher to receive a grade of COM (complete) as determined by your instructor in order to successfully pass this course.
- Due dates are thoughtfully planned to provide a foundation to build on. Students who fall behind on assignment deadlines may hinder a strong context for subsequent course concepts and practice skills that successfully meet learning outcomes.
- Submit all assignments by due date.
- All Assignment details can be found on D2L.
- Extensions: students can request extensions and negotiate revised due dates in writing (emailing instructor) or by arranging an in-person meeting with your instructor prior to the assignment due date. 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 in writing (emailing instructor) or by arranging an in-person meeting with your instructor prior to the assignment due date. Extensions are granted at the discretion of the instructor.

Attending Practicum:

- Assignments that are more than 1 week late (without or beyond a negotiated extension) may result in the student forfeiting their right to attend practicum and completing practice hours until the assignment has been completed and submitted.
- At mid-way in practicum students must have successfully completed all required hours (practicum and seminar class, including missed seminar assignments) and all assignments to continue any field-based practice hours.
- Students who have missed 25% of practicum hours forfeit their right to complete practicum all missed practicum hours by the last day of the course instruction period.
- Missing more than two seminar classes will result in not be able to continue in field-based practicum hours without an educational support plan and permission from the Program Lead.
- 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.

Seminar Class:

Attendance and Participation is required at all seminar classes to successfully complete this course.

Each week, we will focus our seminar and discussions on current issues emerging from student practicum experiences and on the learning outcomes for the course. You will receive instructions on seminar preparation and class discussion requirements, when needed, for the following week's seminar, at the beginning of the week or at the end of the seminar class.

Participation expectations:

- Consistent attendance with pre-class preparation, including completing assigned readings, activities, and 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.

Attendance: If a student is unable to attend a seminar class due to extenuating circumstances, such as illness or emergency, the student is responsible for notifying their instructor by email that day and submit a Missed Seminar Assignment (Due: within one week of the missed seminar class).

- No more than two seminar classes can be missed for students to continue in the field-based practicum.

Required Practicum Field Hours:

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

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 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 be 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 you 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.

SCHOOL OR DEPARTMENTAL INFORMATION

Program Lead: Danielle Davis DavisD@camosun.ca

Department Chair: Michelle Jaworsky JaworskyM@camosun.ca

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your

courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at

<https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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 courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.