

CLASS SYLLABUS



COURSE TITLE: ELC 241 – Infant/Toddler Practice
CLASS SECTION: BX01
TERM: S2024
COURSE CREDITS: 6
DELIVERY METHOD(S): Synchronous / Asynchronous

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](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Cheryl Cameron
EMAIL: CameronC@Camosun.ca
OFFICE: CHW 312
HOURS: By Appointment

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

Students will consolidate theory and practice and demonstrate early childhood practice with children under age three and their families in this specialty practicum. Students will use critical thinking skills in the ongoing, dynamic creation of nurturing and culturally appropriate early learning and care environments. This practicum provides students with eligibility to apply for an Infant Toddler Educator (ITE) credential.

PREREQUISITE(S): All of: COM in ELC 240
CO-REQUISITE(S): N/A
PRE/CO-REQUISITE(S): All of: C+ in ELC 220; C+ in ELC 230; C+ in ELC 231; C+ in PSYC 256

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar	4	7	
Lab / Collaborative Learning			
Supervised Field Practice	200		
Workplace Integrated Learning			
		TOTAL HOURS	200

Weeks with Stat holidays will be less hours per week. See hours sheet.

COURSE LEARNING OUTCOMES

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

- inform relationships and practice using a social justice perspective and concepts of democratic practice that include children's voices.
- plan and evaluate components of early learning, caring and inclusive programs that support children's well-being and holistic learning in the context of family and community.
- establish and maintain inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- demonstrate culturally appropriate interpersonal communication skills including indigenous approaches, reflecting an awareness of on-going colonization and the skills of reconciliation that contribute to caring, nurturing and responsive relationships with children, families, colleagues and other professionals in the community.
- develop caring relationships with young children and families.
- demonstrate professional responsibility and accountability as an early childhood educator.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Forms, assignments and practicum information will be handed out in class.

BC Early learning Framework

Pacific Northwest Plant Knowledge Cards

Required readings and content will be 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 notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

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.

In class discussions will include sharing experiences from the field, and different practice perspectives. How are conflicting situations handled in practice, and what are alternative ways of responding. What works? What doesn't? What are other possibilities?

WEEK or DATE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 - May 6	Beginning practicum in a good way: Where are you situated? Traditional Territories and Practicum Site Details. Course Overview and Assignment Review. Focus on Learning Outcome: Demonstrate professional responsibility and accountability as an early childhood educator.	Introductory Poster Due May 8 <i>All practicum forms to be complete</i> Non-Violent Communication
Week 2 - May 13	Introducing ourselves to an infant and toddler environment *Practicum Instructor Visits to centres this week	Q & A Brainstorm: Behaviour, Perception & Responsivity
Week 3 - May 21	Focus on the Learning Outcome: Develop caring relationships with young children and families. Focus on the Learning Outcomes: Inform relationships and practice using a social justice perspective and concepts of democratic practice that includes children's voices.	<i>Submit Reflective Journal Portfolio</i> <i>Link to D2L Assignment</i> <i>Dropbox May 21</i>
Week 4 - May 27	Focus on Learning Outcome: Plan and evaluate components of early learning, caring and inclusive programs that support children's well-being and holistic learning in the context of family and community.	* <i>Assessment of Weekly Reflective Journal Progress</i>
Week 5 - June 3	Focus on the Learning Outcome: Establish and maintain inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies. *Practicum Instructor Visits to centres this week	Welcome Community Guests to Seminar * <i>Assessments for Reflective Journal Progress</i>
Week 6 - June 10	Focus on Learning Outcome: Demonstrate culturally appropriate interpersonal communication skills including Indigenous approaches, reflecting an awareness of ongoing colonization and the skills of reconciliation that contribute to caring, nurturing and responsive relationships with children, families, colleagues and other professionals in the community.	Students will present highlights from Reflective Journal * <i>Assessment of Weekly Reflective Journal Progress</i>
Week 7 - June 17	Reflections: Closing in a Good Way	Gallery of Works: Student Led Collaborative Dialogue inspired by Journal Documentation

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Introductory Poster	NC/COM
FORMS: Introductory Poster & Practicum Documents & Consent Forms	NC/COM
Connecting With Families: Making Thinking & Learning Visible	NC/COM
Responsive Care Approach for Infants and Toddlers	NCCOM
Reflective Journal: Daily Responsivity & Collective Documentation (Process of Pedagogical Narration)	NC/COM
3,2,1 s Asynchronous Participation: May 19th, 26th June 3 rd , 10th	NC/COM
TOTAL	NC/COM

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

You are expected to attend all seminars and practicum hours. You are required to attend practicum 4/5 days a week unless arranged beforehand due to centers availability.

If you do not attend a seminar, you must complete a missed seminar assignment within 1 week of the missed seminar. Missing more than 2 seminars will result in a meeting with your instructor and Program Lead to determine if you are able to meet the learning outcomes for this course. You must complete the minimum required practicum and seminar hours to complete the course. You must complete a minimum of 7 weeks of practicum with consistent attendance within those weeks. Inconsistent attendance in multiple weeks may result in not completing the course.

At seminar you are expected to be *present* without attending to your cell phone or computer and share with the group about your practicum experiences.

Late learning outcomes and assignments can result in not completing the course. If you require extra time, please request an extension from your instructor. Extensions are not guaranteed. You must submit mentor feedback with each set of learning outcomes. If you cannot submit mentor feedback on the due date, please discuss with your instructor.

*** If at any point students are not meeting expectations, instructors will arrange for a meeting with the Program Lead to create an education plan and determine if a student may continue practicum.

On May 21, June 4th, and June 11th students are expected to update in their Reflective Journal with pedagogical approaches, traces of children's learning, strategies, challenges and student summaries of mentor feedback. Hours sheets must reflect up to date practicum hours and assignments. For students who have not met all practicum expectations by May 28th, you will need to meet with the program lead to determine if you are able to continue in the course.

If you are not able to demonstrate professionalism in practicum, seminar and with instructors and other students you may be asked to discontinue your placement.

SCHOOL OR DEPARTMENTAL INFORMATION

The Early Learning and Care (ELC) Diploma Program is one of five programs within the Department of Community, Family and Child Studies (CFCS)

ELC Program Leader: Danielle Davis : DavisD@camosun.ca

ELC Program Website: <http://camosun.ca/learn/programs/early-learning-and-care/>

CFCS Department Program Assistance/Inquiries: hhsadmin@camosun.bc.ca

CFCS Department Chair: Jeanne Puritch: puritchj@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 several services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds

Support Service	Website
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

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 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:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures”

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/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: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

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.