



**EARLY LEARNING AND CARE PROGRAM
FALL 2011
ELC 140 - PRACTICUM 1**

**INSTRUCTORS:
& PHONE #** Colleen O'Dowd Peg Hasted Jeanne Puritch
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OFFICE: WT 218 (Colleen) WT 220 (Peg) F314F (Jeanne)

OFFICE HOURS: As posted or by appointment.

CLASS TIME Practicum Setting: Wednesday & Friday, 8:30 - 11:45 am (minimum 3 hours in the morning)

 Seminar Class Monday: 11:30 am - 12:20 pm

TEXTS ELC 140 Practicum 1 Workbook

COURSE DESCRIPTION:

This practicum provides the student with the opportunity for directed observations of children, families, educators and early childhood environments. Students identify the roles and responsibilities of an early childhood educator and begin to assist in supporting children's early development and learning. Emphasis is placed on developing caring relationships and providing appropriate materials and experiences for young children.

Pre/Co Requisites: ELC 111, ELC 120, ELC 150

LEARNING OUTCOMES FOR PRACTICUM 1

1. Describe components of early learning, caring and inclusive programs that support children's well-being and holistic learning in the context of family and community.
2. Recognize the importance of establishing and maintaining inclusive, nurturing, safe and healthy environments which meet or exceed the requirements of current legislation, regulatory bodies and program policies.
3. Begin to use interpersonal communication that contributes to caring and responsive relationships with children, families, colleagues and other professionals in the community.
4. Recognize the professional responsibility and accountability of an early childhood educator.

ATTENDANCE:

Students are required to attend all practicum sessions in the field and all classroom seminars. Practicum hours are mandated by the Early Childhood Education Registry. Students will be required to make up any missed hours. Students are expected to attend practicum twice a week for a minimum of three hours on each assigned morning and to attend the ELC 140 seminar for one hour per week.

ASSIGNMENTS & EVALUATIONS:

Students will be evaluated on the basis of their performance in the practicum setting. Evaluation will be based on performance, not on potential. Students will receive help and suggestions, from both the mentor and practicum instructor. Additionally, students will evaluate their own performance in the practicum setting through the ongoing use of their *Student Competency Book*, and with discussions with the mentor, practicum instructor and with peers in weekly seminars. The Camosun instructors will schedule visits to the child care setting and be available for discussions. Working well in your placement setting is the most important indicator of suitability for this field.

Practicum experience will also be the basis for written observations and course assignments for other courses as well as for practicum.

Assignment Policy for Practicum 1

1. Assignments are expected on the due date.
2. Assignments are graded at a 'C+' level for a Completed (COM) mark.
3. Opportunity to rewrite assignments supports articulation of ELC knowledge, skills and attitudes.
4. Late assignments submitted in the last week of term will not have the opportunity for rewrites.
5. All assignments must be completed before a grade will be assigned.
6. Grading is either a "COM" for Completed or "NC" for Not Completed. To be graded as satisfactory all assignments must have the equivalent of a 'C+' grade level or better.

Due Dates for Practicum Assignments

<u>ASSIGNMENT</u>	<u>DUE</u>	<u>DATE</u>
Signed Acknowledgement Form	Seminar 1	Mon. Sept. 19
Introductory Poster	Orientation Visit day at Centre	Fri. Sept. 16
General Observation of Practicum Centre	Seminar 2	Mon. Sept. 26
Weekly Reflections	Weekly Seminars	Weekly Seminar
Mid-Term Summary Evaluation; Goals & Action Plan	Seminar 7	Mon. Oct. 31
Final Summary Evaluation; Goals & Action Plan	End of Practicum	Monday, Dec. 12 <u>By 4 pm</u>

ASSIGNMENT: For A Missed Practicum Seminar Class

Purpose: Practicum class times have important content to assist and support you to be successful in Practicum. Part of this class also provides you with the opportunity to offer supportive feedback to your peer group, share ideas and receive peer support. Both class time and seminar discussions are important to help you meet the course learning outcomes and evaluation objectives.

To ensure that you are able to recover any missed content, students who miss a Practicum Seminar class, regardless of the reason, will be required to complete the following assignment.

What to do: **Complete a 500 – 600 word essay incorporating information from the following sources:**

1. A minimum five minute discussion (in person or on the phone) with four student members of your supervision group to hear each student's perspective on the important aspects of the missed class content and seminar discussion. (This will give you the

opportunity to offer peer/team support which is one of the intended outcomes for seminars.)

2. Comment on information from all handouts distributed at the missed Practicum class.

Ensure that you identify which student's input you have referenced by using her/his name in your essay. (e.g. "Cindy said that she appreciated hearing about other students' responses to her challenges as it demonstrated how different viewpoints and perspectives can help one see many more aspects and solutions to the challenges.")

Students are to hand this essay in to the Practicum Instructor (in person or by email) **within four calendar days of the missed Practicum class.**

LEARNING SUPPORTS & SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. <http://www.camosun.bc.ca/policies/E-2.5.pdf>

ACADEMIC INTEGRITY

The School of HHS is committed to competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)
<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>