



ELC 241
Practicum 4 ITE
Spring 2012

COURSE OUTLINE

The calendar description is available <http://camosun.ca/learn/calendar/current/web/elc.html#ELC241>
on the web @

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Linda Leone	_____
(b) Office hours	_____	_____
(c) Location	WT 218	_____
(d) Phone	250-370-3216	Alternative: _____
(e) E-mail	leonel@camosun.ca	_____
(f) Website	_____	_____

1. Course Description

This practicum consolidates theory and practice. Students are involved in all aspects of providing care and learning experiences that supports children under age 3 and their families. Students take the initiative to demonstrate practice as an early childhood educator. This practicum satisfies credentials for an infant toddler educator (ITE).

Prerequisite(s): COM in ELC 240, C+ in ELC 210, ELC 212 and PSYC 256

Pre or Corequisite(s): CFCS 211, CFCS 220, ELC 220, ELC 230; and ENGL 160, or ENGL 164, or ENGL 165.

2. Intended Learning Outcomes

1. 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.

- Observe and document children's play and learning experiences.
- Use a variety of observation and documentation techniques to plan early learning experiences and begin to plan for early learning programs in context of diverse family traditions within communities.
- Apply holistic developmental perspective and inclusive approaches for program planning.
- Provide responsive active learning environments that are rich in language and literacy.

2. Establish and maintain inclusive, nurturing, safe and healthy environments which meet or exceed the requirements of current legislation, regulatory bodies and program policies.

- Ensure healthy and safe environments that meet or exceed Licensing Regulatory requirements.
- Ensure the well-being and the specific health and nutritional needs of children.

- Organize natural environments for play and exploration both indoors and outdoors.
 - Develop program policies that are strength -based and appreciate the diversity of children, families and communities.
- 3. Demonstrate interpersonal communication that contributes to caring and responsive relationships with children, families, colleagues and other professionals in the community.**
- Facilitate and maintain secure, professional and trusting relationships.
 - Establish an environment of mutual respect.
 - Use a variety of respectful, responsive positive guidance strategies.
 - Use effective oral, written and non-verbal communication.
- 4. Demonstrate professional responsibility and accountability as an early childhood educator.**
- Assume leadership roles within the context of early childhood education.
 - Cooperate and collaborate with colleagues, families and community professionals.
 - Evaluate personal practice and take responsibility for ongoing professional development.
 - Apply a personal philosophy of early childhood education using a framework of ethical and professional standards.

3. Required Materials

- *Emergent Curriculum* (2009) Susan Stacey
- Practicum Handbook: ELC 241/ or 242 (Camosun Bookstore)

4. Course Content and Schedule

Attendance at the practicum setting and seminars is mandatory unless there is a valid medical reason. Absences must be made up at the practicum site in consultation with the mentor and practicum instructor. A Record of Attendance sheet must be regularly completed by the student, verified by the mentor and available to the practicum instructor upon request. There are 200 field hours, (28.5 hours per week for 7 weeks) and 25 seminar hours (2 hours per week) for a total of 225 practicum hours.

5. Basis of Student Assessment (Weighting)

Evaluation is based upon:

1. demonstration of practicum competencies as observed by the practicum instructor and the mentor and documented by the student in the Competency Evaluation Books;
2. attendance and participation in weekly seminar;
3. regular reflection submissions;
4. and practice-based assignments related to: roles and responsibilities of an early childhood INFANT AND TODDLER educator;
5. practice based assessments by faculty, students and community mentors

Assignments are to be handed in on the due date, unless advance arrangements have been made with the instructor.

Grading is either a DST, exceeded expectations, COM, has met established competencies, or NC, has not met established competencies.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND 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/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
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.