



ELC 141
Practicum 2
Winter 2014

COURSE OUTLINE

Course Description

This practicum provides students with practical experiences working with children, families and educators. Students apply the attitudes, knowledge and skills of a beginning early childhood educator. Students demonstrate developing skills in establishing caring relationships, planning, implementing and evaluating appropriate learning experiences. Students begin to demonstrate guidance strategies and initiate leading as a beginning early childhood educator.

⌘ *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

Instructor: Colleen O'Dowd / Anastasia Butcher / Joanne Murrell
Office Hours:
Location: WT 218 /WT 220 / WT 222
Phone: 250-370-3315 / 250-370-3154 / 250-370-3173
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2. Intended Learning Outcomes

Upon completion of this course, the student will be able to:

1. Assist in planning and evaluating 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. Assist in establishing and maintaining inclusive, nurturing, safe and healthy environments which meet or exceed the requirements of current legislation, regulatory bodies and program policies.
3. Continue to begin to use interpersonal communication that contributes to caring and responsive relationships with children, families, colleagues and other professionals in the community.
4. Demonstrate professional responsibility and accountability as a beginning early childhood educator.

3. Required Materials

4. Course Content and Schedule

Students will be evaluated primarily on the basis of their performance in the practicum setting. Evaluation will be based on performance, not potential, the mentor in the field will be aware that this is a process with competency as the final goal. Students will receive help and suggestions and be encouraged to consider their own performance, both in discussions with the field placement mentor and in weekly Practicum seminars. The Camosun College instructors will schedule visits to the facility 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, course assignments and weekly reflections. Completed assignments are to be handed in to your supervising practicum instructor. In addition to the following assignments, you will be working towards reaching competency in the areas outlined in your evaluation tool.

ASSIGNMENT POLICY FOR PRACTICUM 2:

1. Assignments are expected on the due date. Extensions must be negotiated with your instructor prior to due dates.
2. Opportunity to rewrite assignments supports articulation of ELC knowledge, skills and attitudes. Late assignments submitted in the last week of term will not have the opportunity for rewrites.
3. All assignments (including "Missed Seminar Assignments) must be completed before a grade will be assigned.
4. 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.

You will be attending practicum for three hours each Monday, Wednesdays & Friday commencing **Monday, January , 2013**. (e.g. 8:30 to 11:30 am; 8:45 to 11:45 am)

For Students in *Day Care* Placements:

Regular attendance at your practicum centre will be expected during Spring Break (**Mar**) Your last day in practicum will be **Friday, April** .

For Students in *Preschool* Placements:

On Practicum days during Spring Break (**March**), settings are closed. Your last day of Practicum will be **Friday, April** .

**Students at preschool centres closing for two weeks must inform their instructors and meet to arrange individual plans for making up missed hours.*

DUE DATES FOR PRACTICUM ASSIGNMENTS

Assignment	Orientation Visit	
	Physician's letter, First Aid & CRC requirements, Introductory poster	January

Assignment	Weekly Reflections handed in WEEKLY AT SEMINAR	
Assignment	General Observation of Practicum Centre	February
Assignment	Goals and Action Plan	February
Assignment	Learning Experience Plans	3 by February 3 by March/April (format to be handed out in seminar)
Assignment	Mid-term Evaluations Summary	March
Assignment	Self-Evaluation Tool and End of Practicum Summary	April (Daycare) April (Preschool)

ATTENDANCE:

Students are required to attend all practicum sessions in the field and all classroom seminars unless they have a legitimate medical reason.

Practicum: Students must notify both the Mentor and Instructor prior to any absences (ie. If you are suddenly too sick to attend practicum, both the centre and your instructor must be contacted that morning). As all missed hours will need to be made up, students must connect with your College instructor within one week of your absence to make a plan for make-up hours.

Seminar Class: Students are requested to notify their Seminar Instructor of any absences. If a seminar is missed students are required to complete a "missed seminar" assignment and hand it in within 4 days -by Friday of the same week. (see Practicum 2 Workbook)

MISSED PRACTICUM SEMINAR CLASS:

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:

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 three 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.

NOTE: Students must complete all assignments to be eligible for a grade. Students who withdraw by the posted withdrawal date will be not penalized.

Withdrawal or incompleteness of work after the posted withdrawal date will result in an "F" grade being assigned.

NOTE: Students must complete all assignments to be eligible for a grade. This course must be passed with a 'C+' (65%) average to continue in the ELC Program.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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.

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>

The Department of Community, Family & Child Studies is committed to promoting 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 Academic Honesty 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. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>