



ELC 143
Practicum 1
Winter 2015

COURSE OUTLINE

⌘ *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.*

This practicum provides students with opportunities for directed observations and practical experiences working with children, families, educators and early childhood environments. Students identify and apply the attitudes, knowledge and skills of a beginning early childhood educator. Students recognize and develop caring relationships and demonstrate planning, implementing and evaluating appropriate learning experiences. Students begin to demonstrate guidance strategies and initiate leading as a beginning early childhood educator.

Pre-requisites: C+ in ELC 111, ELC 120, ELC 130, ELC 150, ENGL 151, and PSYC 154

Pre/Co-Requisite: All of: ELC 110, ELC 112, ELC 121, and (**ELC 170** or CFCS 160)

1. Instructor Information

(a) Instructor(s)	Colleen O'Dowd / Anastasia Butcher
(b) Office hours	By appointment
(c) Location	Wilna Thomas 218 / Fisher 314F
(d) Phone	250-370-3315 / 250-370-3473
(e) E-mail	odowdc@camosun.ca / butchera@camosun.ca
(f) Practicum Student Instructor	Nadely Wilkinson (nadelywilkinson@gmail.com)
(g) Class times and locations	Practicum Seminars – Fridays 2:30-4:20 Paul 111 / WT 225 / WT 226

2. Intended Learning Outcomes

1. Describe and 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. Recognize and 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. Begin to use interpersonal communication that contributes to caring and responsive relationships with children, families, colleagues and other professionals in the community.
4. Recognize and demonstrate professional responsibility and accountability as a beginning early childhood educator.

3. Required Materials

ELC 143 Practicum 1 Workbook

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

PRACTICUM DAYS

You will be attending practicum each Monday, Wednesday & Friday commencing **Monday, January 19, 2015**. Your practicum hours will be 6 hours each on Monday and Wednesday, and 3 hours on Friday, 15 hours total.

For Students in **Day Care** Placements:

Regular attendance at your practicum centre will be expected during Spring Break in March. Your last day in practicum will be Friday, April 10th.

For Students in **Preschool** Placements:

On Practicum days during Spring Break in March, settings are closed. Your last day of Practicum will be **Friday, April 17th**.

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

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 (i.e. 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 four calendar days of the missed Practicum class**.

MISSED PRACTICUM SEMINAR CLASS ASSIGNMENT

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**.

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS & EVALUATION:

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 1:

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.

DUE DATES FOR PRACTICUM ASSIGNMENTS

Assignment	Date
Orientation visit: Physician's letter, First Aid & CRC requirements, Introductory Poster	Monday, January 19 th
Signed Acknowledgement Form	Friday, January 23 rd
Weekly Reflections handed in AT SEMINAR or submitted on D2L	Weekly
General Observation of the Practicum Centre and Outdoor environment checklist	Friday, January 30 th
Reflective Practice Plans(6 plans)	Dates will be discussed in seminar
Midterm Self-Evaluation tool Mentor Evaluation booklet Mid-term Evaluation Summary Goals and Action Plan	Friday, February 27 th
Final Self-Evaluation tool Mentor Evaluation booklet Final Evaluation Summary	Daycare: Monday, April 13 th Preschool: Monday, April 20 th

6. Grading System

See appendix A for details

- 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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.