



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

ELC 242
Practicum 4 - Special Needs Educator
Winter 2015

COURSE OUTLINE

Course Description

This practicum consolidates theory and practice. Students are involved in all aspects of providing care and learning experiences that supports children with diverse abilities and their families. Students take the initiative to demonstrate practice as an early childhood educator. This practicum satisfies credentials for a special needs 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: Michelle Tannock
Office Hours: To be arranged individually
Location: WT 220
Phone: 370-3154
Email: tannockm@camosun.ca

2. Intended Learning Outcomes

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

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:

- Continued use of Emergent Curriculum by Susan Stacey
- ELC 242 Practicum Workbook 2015

ATTENDANCE:

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 198 field hours, (18 hours per week for 11 weeks) and 24 seminar hours (2 hours per week for 12 weeks) for a total of 222 practicum hours.

EVALUATION:

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 SPECIAL NEEDS 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.

Seminar is required and hours make up part of the required practicum hours. As a result, missed seminar classes must be made up in practicum.

GRADING:

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

4. Grading System

Competency Based Grading System

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

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.

5. 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>