



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

**ELC 240**  
**Practicum 2**  
**Fall 2017**

**COURSE OUTLINE**

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The calendar description is available on the web @  
<http://camosun.ca/learn/calendar/current/web/elc.html#ELC240>

**Course Description:**

Students continue to apply learning to all aspects of early childhood programs. Focus is on supporting children's well being and learning within teams using collaborative program planning methods. Demonstrating positive guidance strategies is emphasized.

*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.*

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**1. Instructor Information**

<b>(a) Instructor</b>	Jessica Hrechka Fee and Enid Elliot
<b>(b) Office hours</b>	By appointment
<b>(c) Office location</b>	WT 218 WT 220
<b>(d) Phone</b> 250-370-3216	<b>Alternative:</b> 250-370-3237
<b>(e) E-mail</b>	hrechkaj@camosun.bc.ca and elliot@camosun.bc.ca
<b>(f) Class location and time</b>	12:30pm-1:50pm Fridays Paul 111 and WT202

**2. Intended Learning Outcomes**

Upon successful completion of this course a student will be able to:

- a) 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.
- b) 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.
- c) demonstrate interpersonal communication that contributes to caring and responsive relationships with children, families, colleagues and other professionals in the community.
- d) demonstrate professional responsibility and accountability as an early childhood educator.

**3. Required Materials**

The Unscripted Classroom by Susan Stacey;  
Loose Parts by Lisa Daly and Miriam Beloglovsky or Learning Together with Young Children by Carter and Curtis

## 4. Basis of Student Assessment (Weighting)

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### ASSIGNMENT POLICEY

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. Late assignments and missed practicum hours will impact successful completion.
5. Grading is either a "COM" for Completed or "NC" for Not Completed. To be graded as satisfactory all assignments and competencies must have the equivalent of a 'C+' grade level or better.

### ATTENDANCE- see attached details:

*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. If you are suddenly too sick to attend practicum, *both* the centre and your instructor must be contacted that morning. All missed hours will need to be made up, students must connect with the College instructor within one week of absences to make a plan for make-up hours. If you require exceptions to this, it is important to discuss this prior with your instructors. Missing more than 4 practicum days due will result in a no credit. Serious illness can apply for a medical withdraw.

**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 one week by the next seminar class. (See Practicum 2 Workbook)

### ASSIGNMENTS & EVALUATIONS- see attached details:

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 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.**

Missed practicum hours and/ or erratic attendance during practicum will place the student in jeopardy of successfully completing practicum.

Practicum experience will also be the basis for 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 as an early childhood educator.

## 6. Grading System

- 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.