



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

**ELC 242 SNE Practicum**  
**Inclusive Practice - Special Needs Educator**  
**Summer 2018**

**COURSE OUTLINE**

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**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.*

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**1. Instructor Information**

**Instructor:** Jeanne Puritch  
**Office Hours:** to be arranged individually  
**Office:** WT 111b  
**Phone:** 250-370-3100  
**Email:** [puritchj@camosun.ca](mailto:puritchj@camosun.ca)

**Instructor:** Danielle Davis  
**Office Hours:** Mondays 11:30 to 12:30 or to be arranged individually  
**Office:** Fisher 314F  
**Phone:** 250-370-3129 (*email is the best way to reach me*)  
**Email:** [DavisD@camosun.ca](mailto:DavisD@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 Guidebookbook 2018

### ATTENDANCE:

Attendance at the practicum setting for scheduled shifts and weekly seminar classes is mandatory. Students must create a schedule with the mentor and have it approved by the instructor. Any adjustments to the schedule are required to be approved by both the mentor and the 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.

- ***Unexcused absences can result in a NC (Not Complete) in the practicum course.***
- ***Excused absences are for medical reason or family emergency only (documentation may be required). Students are required to email instructor, and contact mentor/centre, if not attending practicum on a scheduled day.***

Excused absences from practicum: are required to be made up with an additional practicum shift (planned and pre-approved by both mentor and instructor).

Excused absences from seminar class: are required to be made up through the process of completing a 'Missed Seminar Assignment' which must be submitted within one week, and *those missed hours are also to be made up in practicum.*

***More than two absences from either practicum or seminar (excused or unexcused) may result in an INCOMPLETE grade due to the condensed nature of this course.***

In all cases, the instructor can use their discretion to negotiate missed hours being made up in other related professional development opportunities.

There are 198 field hours and 24 seminar hours (4 hours per week for 6 weeks) for a total of 222 practicum hours.

### **ASSIGNMENTS:**

- Assignment 1. Orientation Information Meeting
  - Assignment 2. Introductory Sheet
  - Assignment 3. Weekly Reflections
  - Assignment 4. Project:
    - A) Professional Leadership, or
    - B) Family Involvement
  - Assignment 5. Supporting Children's Experiences Using Narrations
  - Assignment 6. Narrative of Practice
  - Assignment 7. Contributing to the Environment
  - Assignment 8. Record of Attendance/Schedule
  - Assignment 9. Mid-term and Final Evaluations (Student & Mentor)
  - Missed Practicum Seminar Assignment\*
- \*due only for students with Excused Absence from seminar class.*

See "assignment workbook" handout for detail description of assignments along with due dates.

### **EVALUATION:**

Evaluation is based upon:

1. Attendance and participation in weekly seminar and all scheduled shifts at practicum;
2. Evidence and/or demonstration of practicum competencies as observed by the instructor and the mentor and documented by the student in the Competency Evaluation Tool or Narrative of Practice Portfolio Evaluation Tool;
3. All assignments\* being completed and submitted by due date, *unless advance arrangements have been made with the instructor for an extension.*
4. Practice-based assignments and reflections related to: roles and responsibilities of an Early Childhood Special Needs Educator;
5. Practice-based assessments documented by faculty, students and community mentors.

### **GRADING:**

**Note:** Students must complete all practicum hours as scheduled, and complete all assignments and submit by due date at a minimum level of C+ (65%) to *eligible* for a grade of 'Complete' (COM). See "Evaluation" for more information.

#### 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>*