



CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Community, Family & Child Studies – Early Learning & Care



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

ELC 240 Practicum 2

Fall 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/elc.html#elc240>

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.

1. Instructor Information

- (a) **Instructor** Anastasia Butcher; Lindsay Lichty; Danielle Davis
(b) **Office hours** By appointment
(c) **Location** Arranged via email
(d) **Phone** TBD **Alternative:** n/a
(e) **E-mail** butchera@camosun.bc.ca; lichtyl@camosun.bc.ca; davidsd@camosun.bc.ca
(f) **Website** <http://camosun.ca/learn/programs/early-learning-and-care/>

2. Course Description & Intended Learning Outcomes

Students will consolidate the skills, knowledge, attitudes and theory gained through the early learning and care program. Students will demonstrate the roles and responsibilities of a professional early childhood educator, using knowledge of ethical and professional expectations to inform their practice. Students will respond to the needs of children through the planning of rich, culturally appropriate and responsive learning experiences developed in collaboration with the child, the family and early childhood educators.

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

- use critical thinking skills in the ongoing, dynamic creation and reflection of early learning and care practices.
- support young children's well-being and holistic learning within the context of family, culture, and community.
- establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- use respectful, professional interpersonal and culturally appropriate communication skills in all aspects of work as an early learning and care professional.
- develop meaningful relationships with young children, families, and colleagues as a foundation for early learning and care practice.
- demonstrate basic knowledge of indigenous ways of knowing and being, including the impact of on-going colonization and the skills of reconciliation and that enable supportive early learning experiences for aboriginal children, families and community.

- g) demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Code of Ethics (principles of fairness, equity and diversity).

3. Required Materials

Readings and resources from all your ELC courses this semester will be used to support and strengthen your ability to successfully meet the learning outcomes.

4. Course Content and Schedule

PRACTICUM DAYS

Students are responsible for developing a schedule with their mentor to complete the hours and informing their instructors of this plan

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. 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. In case of a serious illness, a student will be able to 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 of the missed class**.

5. Basis of Student Assessment (Weighting)

A detailed description of assignments will be handed out and discussed in class.

Assignments and 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 consistent 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.

All assignments must be completed before a grade will be assigned. All practicum outcomes must be demonstrated at a C+ level or higher, and each assignment must be completed by the due date at a C+ level or higher to be considered "complete". Assignments may be sent back if they are not a C+ level or better.

Assignments are expected on the due date. Extensions must be negotiated with your instructor prior to due dates. 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.

The Camosun instructor makes the final decision whether a student has been successful with their practicum experience. Final grading is either a "COM" for Completed or "NC" for Not Completed.

6. Grading System

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

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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
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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#page=4> 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.