



COURSE OUTLINE

ELCC 113

FIELD PLACEMENT I

120 HOURS

2 CREDITS

PREPARED BY: _____ DATE: _____
Rebecca Fenton, Instructor

APPROVED BY: _____ DATE: _____
Dr. Andrew Richardson, Dean

APPROVED BY ACADEMIC COUNCIL: _____

RENEWED BY ACADEMIC COUNCIL: _____

YUKON COLLEGE

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Course Outline prepared by Brooke Alsbury, January, 2015.

Yukon College
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ELCC 113 FIELD PLACEMENT I

INSTRUCTOR:	Rebecca Fenton	OFFICE HOURS:	TBA
OFFICE LOCATION:	TBA	CLASSROOM:	off-site
E-MAIL:	rfenton@yukoncollege.yk.ca	TIME:	as arranged with placement site
TELEPHONE:	leave messages 668-8845	DATES:	Sept 15 – Nov 20, 2015

COURSE DESCRIPTION

This course will provide students with an introduction to the practical field of early learning and child care and the opportunity to observe children in a variety of setting. For the first six weeks, students will observe in a variety of setting one day a week. For the next six weeks, the student completes the practicum by working with children in one setting. An integration seminar will provide students with the opportunity to discuss and integrate these observations in relationship to theoretical concepts obtained in prior classes.

PREREQUISITES/COREQUISITES

ELCC 111, ELCC 112. ELCC 114

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecc> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- observe and identify developmental changes that occur in children and recognize child guidance and learning through play approaches that support developmentally appropriate

practice (PO 1, 2, 3 & 4).

- recognize and describe different types of early learning and child care programs, including First Nation programs, available for young children in Yukon (PO 5 & 6).
- demonstrate the ability to compare and contrast types of early learning and child care programs observed (PO 5).
- identify relevant resources that support quality programming and promising practices in early learning and child care environments (PO 8).
- recognize and describe the cultural values and traditions represented in early learning and child care programs in Yukon (PO 6).
- demonstrate understanding of professional and ethical behaviour in early learning and child care settings (PO 7).

DELIVERY METHODS/FORMAT

This is a 120 hour practicum course. Students will be on site in an early learning and child care setting. The first six weeks (1 day each week) consists of observation in an early learning and child care environment. The following six weeks will be practical experience working in one early learning and child care program. Course is offered in tandem with an integration seminar where students will have opportunity to link practice and theory.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor. Therefore, attendance and appropriate participation is essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. The students own personal experience and thoughts will provide much of the material for discussion. Therefore it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. The emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected, if a class should be missed, the student will communicate with their instructor ahead of time and at least upon their return to class.

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and if undertaken, will be accompanied by an assignment contract.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc). **ALL** assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

EVALUATION

Assignment Number	Topic	Grade
Assignment #1	Program Observations	20%
Assignment #2	Child Observations	20%
Assignment #3	Regulations	20%
Assignment #4	Display: Children's Art	10%
Assignment #5	Parent Education	10%
Assignment #6	Self-Evaluation	10%
Assignment #7	Supervisor Evaluation	10%

REQUIRED TEXTBOOKS AND MATERIALS

Copple, C. and Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. 3rd ed. Washington, D.C.: National Association for the Education of Young Children.

Occupational standards for early childhood educators. Ottawa, ON: Child Care Human Resources Sector Council, 2010. Retrieved from: http://www.ccsc-cssge.ca/sites/default/files/uploads/ECE-Post-Secondary-docs/OSECE_2010_EN.pdf

ECEBC (2008). Early Childhood Educators of British Columbia Code of Ethics. Retrieved from http://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g. email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.