



**COURSE OUTLINE**

**ELCC 223**

**FIELD PLACEMENT IV**

**240 HOURS  
4 CREDITS**

PREPARED BY: Brooke Alsbury

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE: March 17, 2015

APPROVED BY ACADEMIC COUNCIL: October 29, 2015

RENEWED BY ACADEMIC COUNCIL:

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Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

## FIELD PLACEMENT IV

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<b>INSTRUCTOR:</b>	Danielle Evans	<b>OFFICE HOURS:</b>	by appointment
<b>OFFICE LOCATION:</b>	TBA	<b>CLASSROOM:</b>	off site
<b>E-MAIL:</b>	<a href="mailto:devans@yukoncollege.yk.ca">devans@yukoncollege.yk.ca</a>	<b>TIME:</b>	as agreed with placement agency
<b>TELEPHONE:</b>	867.668.8845	<b>DATES:</b>	January 15
<b>FAX:</b>	867.668.8805		

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### COURSE DESCRIPTION

This course will build on practice experience gained in previous field placements while focusing a lens on how to support cultural and developmental diversity. Students will be encouraged to use observation to develop programming that is inclusive of all children. The field placement experiences provide students with the opportunity to demonstrate professional and ethical behaviour while developing their skills to work with children. An integration seminar will provide students with the opportunity to discuss and integrate their observations and experiences in relationship to theoretical concepts obtained in prior classes.

### PREREQUISITES/COREQUISITES

Completion of the ELCC Certificate or permission from the ELCC Coordinator

### 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 completion of this course, students will:

- demonstrate understanding of the system of early learning and child care in Yukon and Canada and how historical, social, and philosophical influences have shaped the system
- demonstrate the ability to plan, utilize resources, implement, document and evaluate early learning and child care play and programming, guided by promising practices, for culturally and developmentally diverse children
- demonstrate the ability to access and utilize relevant resources to support development of early learning and child care programming for culturally and developmentally diverse children
- demonstrate ability to apply regulations governing early learning and child care environments
- demonstrate skills, based on identified promising practices, to support the overall development and guidance of all young children in early learning and child care environments
- demonstrate professional and ethical behaviour and communication in all areas of early learning and child care practice

## **DELIVERY METHODS/FORMAT**

This is a 240 hour practicum course. Practicum course held in an early learning and child care environment. This 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 online. Students learn from each other, as well as from the instructor. Therefore, appropriate participation is essential.

Students are expected to participate in all modules, 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 discussions 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, section 4.01 Attendance Policy:

“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. Attendance at practica and work placement activities is required. Students will notify placement agency as well as the instructor whenever practicum/work placement is not possible.” Any student having missed practicum hours is expected to reschedule and make up the time. 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 discussion deadline will be missed, the student will communicate with their instructor ahead of time.

Note: If a student becomes absent from more than 10% of the online discussions, 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 online discussions, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned 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 activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

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 Planning	40%
Assignment #2	Regulations	20%
Assignment #3	Display: Documentation Panel	10%
Assignment #4	Parent Education	10%
Assignment #5	Self-Evaluation	10%
Assignment #6	Supervisor Evaluation	10%

## REQUIRED TEXTBOOKS AND MATERIALS

Allen, K., Paasche, C.L., Langford, R., and Nolan, K. (2011). *Inclusion in Early Childhood Programs: Children With Exceptionalities* (5th Ed.). Toronto, Ontario: Nelson Education Ltd.

Ball, J. (2012). Identity and knowledge in Indigenous young children's experiences in Canada. *Childhood Education*, 88(5), p. 286-291. Retrieved from <http://www.ecdip.org/docs/pdf/Identity%20&%20Knowledge%20in%20Indigenous%20ch%20experiences%20in%20Canda.pdf>

Copple, C., & 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.

NQS PLP. (2013). Becoming culturally competent. *NQS PLP e-Newsletter* (65), p. 1-4. Retrieved from [http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/10/NQS\\_PLP\\_E-Newsletter\\_No65.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2013/10/NQS_PLP_E-Newsletter_No65.pdf)

EYLFPLP. (2011). Understanding cultural competence. *EYLFPLP e-Newsletter* (7), p 1-3. Retrieved from [http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP\\_E-Newsletter\\_No7.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No7.pdf)

*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](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](http://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf)

Wien, C.A. (2014). *The power of emergent curriculum: Stories from early childhood settings*. Washington, DC: NAEYC Books.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **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](http://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](mailto:lassist@yukoncollege.yk.ca).

## **WRITING CENTRE**

All students are encouraged to make the 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](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre)