



COURSE OUTLINE

ELCC 123

FIELD PLACEMENT II

**240 HOURS
4 CREDITS**

PREPARED BY: Brooke Alsbury

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: October 29, 2015

RENEWED BY ACADEMIC COUNCIL:

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Yukon College
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FIELD PLACEMENT II

INSTRUCTOR: Brooke Alsbury	OFFICE HOURS: Mondays 10am - 12pm
OFFICE LOCATION: A2208	CLASSROOM: Off-Site
E-MAIL: balsbury@yukoncollege.yk.ca	TIME: as arranged with placement site
TELEPHONE: (867) 668-8845	DATES: Jan 10 - Mar 17, 2017

COURSE DESCRIPTION

This course will build on practice experience gained in the previous field placement while focusing a lens on how children learn and develop through play. Students will be encouraged to observe and develop play experiences relevant to the developmental abilities and culture of the children in their practice setting. The field placement experience provides 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

ELCC 113, ELCC 114 and ELCC 122.

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 this course, students will:

- Demonstrate the ability to plan and implement play experiences based on the observed developmental needs and interests of children in an early learning and child care setting (PO 1, 2, 3 & 5)

- Identify and plan culturally diverse play experiences in an early learning and child care program (PO 3 & 6)
- Demonstrate the ability to use child guidance theories supported by best practice literature with a specific focus on play-based environments (PO 3 & 4)
- Demonstrate the ability to access and use relevant resources that support play based programming and activities in early learning and child care environments (PO 3 & 8)
- Demonstrate professional and ethical behaviour and communication in early learning and child care practice (PO 7)
- Demonstrate understanding of relevant regulations and legislation, with a specific focus on application to learning through play, and apply these in an early learning and child care setting (PO 3 & 5)

COURSE FORMAT

This is a 240-hour 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 the 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 are 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. Their 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 required readings, assignments and other assigned work. 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.

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.

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: Learning Through Play	10%
Assignment #4	Parent Education	10%
Assignment #5	Self-Evaluation	10%
Assignment #6	Supervisor Evaluation	10%

REQUIRED TEXTBOOKS AND MATERIALS

Copple, Carol, and Sue Bredekamp. *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, 2009.

Hewes, P.J. (n.d.). Let the children play: Nature's answer to early learning. *Early Childhood Learning Knowledge Centre*. Canadian Council on Learning. Retrieved from: http://www.ccl-cca.ca/pdfs/ECLKC/lessons/Originalversion_LessonsinLearning.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

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

ShIPLEY, D. (2008). *Empowering children: Play-based curriculum for life-long learning*. 4th 3ed. Toronto, ON: Nelson Education Ltd.

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 & Registrations 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.

ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.

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.

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.