



**COURSE OUTLINE**

**ELCC 213**

**FIELD PLACEMENT III**

**240 HOURS  
4 CREDITS**

PREPARED BY: Brooke Alsbury

DATE: March 16, 2015

APPROVED BY: Andrew Richardson, Dean

DATE:

APPROVED BY ACADEMIC COUNCIL: June 29, 2015

RENEWED BY ACADEMIC COUNCIL: (date)

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

FIELD PLACEMENT III

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INSTRUCTOR: Danielle Evans	OFFICE HOURS:	TBA
OFFICE LOCATION: TBA	CLASSROOM:	TBA
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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 build relationships with families. Students will be encouraged to develop relationships, provide information, and to collaborate with parents/guardians/extended family members. 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 their observations and experiences and integrate them with theoretical concepts covered in prior classes.

**PREREQUISITES**

Completion of ELCC Certificate or permission from the ELCC Coordinator.

**EQUIVALENCY OR TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> 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 build relationships across the diversity of children and families involved in Yukon early learning and child care environments
- Plan, identify resources, document and evaluate culturally diverse play experiences

and programming for children and families in early learning and child care environments

- Demonstrate professional and ethical behaviour and communication in early learning and child care practice, particularly with families
- 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 understanding of regulations governing early learning and child care environments and how these apply to their practice of working with children and families.

### **DELIVERY METHODS/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 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. 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: Informative Display for Parents	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.

Croft, C. (2010). Talking to families of infants and toddlers about developmental delays. *Young Children*, 65(1), 44-46.  
<http://www.naeyc.org/files/yc/file/201001/OnOurMindsWeb0110.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)

Teaching Young Children (n.d.). More than a letter home: Activities to send to families before the year begins. Washington, DC: NAEYC. <http://www.naeyc.org/tyc/article/more-than-a-letter-home-activities>

Wilson, L. (2014). *Partnerships: Families and communities in early childhood*. Toronto, Ontario: Nelson Education Ltd.

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

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

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [https://www.yukoncollege.yk.ca/student\\_info/pages/learning\\_assistance\\_centre](https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre)

## **ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE**

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills.

The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

[http://www.yukoncollege.yk.ca/student\\_info/pages/academic\\_support\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre)