

CLD363

FIELD EDUCATION III Course Outline

Faculty Advisor:

Office Hours: To be posted by each Faculty Advisor

Email: @ryerson.ca

In accordance with Policy 157, Ryerson requires that any electronic communication by students to Ryerson faculty or staff be sent from their official Ryerson email account

Course Description

Students continue to apply their knowledge and enhance their skills with children who may have identified disabilities, or for whom the program requires accommodations and/or modifications. Placements include settings with a focus on inclusive practice, such as the Ryerson Early Learning Centre, Gerrard Resource Centre, primary classrooms and specialized programs. A weekly online seminar supports the placement experience. Discussions focus on inclusive practice, planning and implementing responsive learning activities, developing supportive relationships, and collaboration with the educator team. This course is graded on a pass/fail basis.

Prerequisite: CLD241 and CLD262 or Direct Entry. Co-requisite: CLD342

Course Details

Learning Outcomes

Students will, on a consistent basis:

- Use positive behaviour supports applicable to the learning environment
- Complete a developmental profile of a young child using a range of observation and recording methods
- Plan and implement learning activities based on a child's IPP/IEP or developmental profile
- Embed individual program objectives into daily activities and routines where possible
- Articulate the site's philosophy and principles of practice
- Use family-centred principles of practice
- Demonstrate professionalism at all times
- Work collaboratively with the Field Educator
- Work collaboratively with other professionals involved in the program

Course Resources

- Field Education web page at www.ryerson.ca/ecs
- All forms related to the field education course (e.g., Field Education Evaluation Form, Attendance Record)
- Required readings from CLD342
- Student Guide to Professionalism

Teaching Methods

- Field Work
- Weekly online seminars
- PowerPoint Presentations

Weekly Seminar Topics

January 13: Inclusive Practice

January 20: Student Guide to Professionalism

January 27: Planning and Implementing Responsive Learning Activities

February 3: Inclusion, Equity, and Diversity

February 10: Family Engagement

February 24: Developing Supportive Relationships

March 2: Collaborating with the Educator Team

March 9: Final Internship Process and Preparation

March 16: E-Portfolios

March 23 & 30: PowerPoint Presentations

Participation Requirements

1. Students must complete a field education internship of 22 full days in total. Students are required to make up any absences and professional development days in which they do not participate in. Make up time is completed beginning April 6, 2020. All make up time must be completed by April 24, 2020. Students who are absent from placement for two consecutive weeks, must submit online a Ryerson Student Health Certificate AND an Academic Consideration Request form within three business days of the absence and may be required to withdraw from the placement. Students who are absent from placement more than four days during the term, will be required to meet with the Field Education Coordinator and Associate Director within five business days of the fourth absence, and may be required to withdraw from the placement
2. Participation in on-line discussions is a critical component of the course and is directly linked with students' work in the field. As such, regular participation and active engagement are essential –failure to participate in on-line seminars may jeopardize students' potential for success in the course.

Assignments

1. Profile

Students will complete a learning profile based on ongoing observations and assessment of a child within the learning environment. Students will not choose the same child they are using for their CLD342 assignment. Details to be provided by the Faculty Advisor.

2. Learning Plans

- a) Students will write and implement six learning activities that have been adapted to special learning needs. Learning plans must be completed during the required 22 placement days. Three learning plans must be written and implemented and submitted to the Faculty Advisor by the placement mid-term.

OR

Learning Resources

- b) For students placed in Child Life settings, and Resource Consultant placements, completing activity plans may not be appropriate. In this case, students will create tools or resources that support a child's full inclusion in the placement setting. These may include:
 - Resource binders for families and staff
 - Workshops that support the interests of staff and/or families
 - Sharing of student's own personal skills and resources
 - Other at the discretion of Field Educator

For each tool or resource students will

- Articulate the rationale for the development of tool or resource
- Provide evidence of planning
- Provide evidence that the tool or resource was applied or used
- Reflection of tool or resource

Students are required to use APA style for all assignments and created materials that are submitted to their Faculty Advisor and/or to individuals at their allocated sites.

3. Power Point Presentation

Students will develop a PowerPoint presentation. Presentations will be uploaded to D2L in Week 10 and Week 11.

Content will include:

- A description of the placement
- Description of the organization (e.g., Who does it serve? What are the types of programs and services? What is the philosophy of the site?)
- Three artifacts that showcase the placement experiences (e.g., photos, drawings, lesson plans). Include a narrative to describe each artifact
- Connections between academic course work and placement experience.

The presentation should be visually appealing and engaging and include artifacts reflecting your experiences. The audience for the poster presentation is your Faculty Advisor and your classmates. Your presentation should reflect your experiences and highlight those which are most pertinent to share. Your descriptions and accounts must be professional and sensitive to cultural bias, stereotypes and generalizations.

You will be expected to complete and submit feedback on your classmates' presentations.

4. E-Portfolio

Students will develop an e-portfolio. Details will be provided by the Faculty Advisor by week 9.

Pass-Fail Criteria

The following criteria must be met for students to achieve a **PASS**:

- Successful completion of 22 placement days.
- Three quarters of 'Ds and/or Es' in each evaluation form category.
- Participation in D2L discussions.
- Completion of 6 learning plans or learning resources
- Submission of all assignments and all placement forms in accordance with the due dates set by the Faculty Advisor.
- Completion of all assignments.
- E-Portfolio is well organized and reflective of individual interests and skills.
- Completed field education self- evaluation form and signed time sheet are submitted to faculty advisor within 2 days of placement completion.
- Effective communication with the Faculty Advisor and Field Educator as required.
- Submission of PowerPoint presentation.

A **FAIL** may be given when any of the following conditions apply:

- Unsuccessful completion of 22 placement days.
- Fewer than three quarters of 'Ds and/or Es' in each evaluation form category.
- Minimal to no participation in D2L discussions.
- Completion of fewer than 6 learning plans.
- Failure to submit assignments and/or placement forms in accordance with the due dates set by the Faculty Advisor.
- E-Portfolio is not submitted or is considered unsatisfactory.
- Failure to submit completed field education self-evaluation form and signed attendance form to the Faculty Advisor within 2 days of completing placement.
- Lack of communication with the Faculty Advisor and/or Field Educator.
- PowerPoint presentation is not submitted or is considered unsatisfactory.

University Policies

Missed Placement days and/or Assignments

When possible, students are required to inform their instructors of any situation which arises during the semester which may have an adverse effect upon their academic performance, and they must request any consideration and accommodation according to the relevant policies as far in advance as possible. Failure to do so may jeopardize any academic appeals.

- *Health certificates* – If a student misses the deadline for submitting an assignment, or other evaluation component, or is absent from their placement site for two consecutive weeks, they should notify their instructor as soon as possible, and submit a Ryerson Student Health Certificate AND an Academic Consideration Request form within 3 working days of the missed date. Both documents are available at www.ryerson.ca/senate/forms/medical.pdf.
Documentation is submitted online.
- *Religious, Aboriginal and Spiritual Observance* – If a student needs accommodation because of religious, Aboriginal or spiritual observance, they must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance AND an Academic Consideration Request form within the first 2 weeks of the class or, for a final examination, within 2 weeks of the posting of the examination schedule. If the requested absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the absence. Both documents are available at <http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>
Documentation is submitted to the ECS office.
- *Academic Accommodation Support* – Before the first graded work is due, students registered with the Academic Accommodation Support office (AAS) should provide their instructors with an Academic Accommodation letter that describes their academic accommodation plan.

Academic Integrity

Ryerson's Policy 60 (the Academic Integrity policy) applies to all students at the University. Forms of academic misconduct include plagiarism, cheating, supplying false information to the University, and other acts. The most common form of academic misconduct is plagiarism – a serious academic offence, with potentially severe penalties and other consequences. It is expected, therefore, that all examinations and work submitted for evaluation and course credit will be the product of each student's individual effort (or an authorized group of students). Submitting the same work for credit to more than one course, without instructor approval, can also be considered a form of plagiarism.

Suspensions of academic misconduct may be referred to the Academic Integrity Office (AIO). Students who are found to have committed academic misconduct will have a Disciplinary Notation (DN) placed on their academic record (not on their transcript) and will normally be assigned one or more of the following penalties:

- A grade reduction for the work, ranging up to and including a zero on the work (minimum penalty for graduate work is a zero on the work)
- A grade reduction in the course greater than a zero on the work. (Note that this penalty can only be applied to course components worth 10% or less, and any additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. in the course outline or on the assignment handout)
- An F in the course
- More serious penalties up to and including expulsion from the University

The unauthorized use of intellectual property of others, including your professor, for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8 and 2.10). Intellectual property includes, but is not limited to:

- Slides
- Lecture notes
- Presentation materials used in and outside of class
- Lab manuals
- Course packs
- Exams

For more detailed information on these issues, please refer to the [Academic Integrity policy](#) and to the [Academic Integrity Office website](#).

Important Resources Available at Ryerson

- **The Library** provides research workshops and individual assistance. Inquire at the Reference Desk on the second floor of the library, or go to www.ryerson.ca/library/info/workshops.html
- **Student Learning Support** offers group-based and individual help with writing, math, study skills and transition support, and other issues.