

**CLD 161  
FIELD EDUCATION I  
Winter 2020 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**

The first year placement experience is carried out in early learning and child care settings with children from birth to five years of age. Students gradually take an active role in observing, planning and implementing activities during which time they are also building relationships with children, families and colleagues. An essential part of the course is the focus on a play-based curriculum that promotes child development and practices that reflect inclusiveness and a regard for diversity. The on-campus seminar component of the course supports the students' placement experience.

Prerequisite: CLD 102

Corequisite: CLD103 and CLD212

### **Course Details**

#### **Learning Outcomes**

Students will consistently demonstrate the ability to:

- plan and implement a range of activities within the centre's curriculum framework that promotes child development and learning and practices that reflect inclusiveness and regard for diversity
- form responsive and nurturing relationships with children and their families
- demonstrate knowledge of relevant government legislation and regulations (e.g., *How Does Learning Happen?*, *Early Learning Framework*, *Assessment for Quality Improvement*)
- demonstrate knowledge of the College of Early Childhood Educators' Code of Ethics and Standards of Practice

- Demonstrate and adhere to centre policies and practices in all areas (e.g., health and safety, behaviour guidance)
- Maintain a safe environment for children and adults
- Demonstrate professionalism at all times
- Collaborate with the Field Educator

### Course Resources

- Field Education web page at [www.ryerson.ca/ecs](http://www.ryerson.ca/ecs)
- All forms related to the field education course (e.g., Field Education Evaluation Form, Attendance Record)
- Required readings from CLD 102, CLD 103, and CLD 212
- Student Guide to Professionalism

### Teaching Methods

- Field Work
- Bi-Weekly Seminars
- Poster Presentations

### Seminar Topics

January 20: Student Guide to Professionalism & Standards and Ethics of Practice

February 3: Engaging in Reflective Practice & Self-Care, Mental Health, and Balance

February 24: Equity, Diversity and Inclusion & Activity Planning

March 9: Guiding Children's Behaviour

March 23: E-Portfolios

April 6: Poster Presentations

### Participation Requirements

Students must complete a field education experience of 11 weeks, 2 full days a week, completing 22 days in total. Prior to attending their placement site, students will attend a **mandatory** two day on campus orientation. The 2-day on campus orientation and 20 days at the placement site will constitute the 22 required days. Students are required to make up any absences and professional development days in which they do not participate. Make up time is completed beginning April 7. All make up time must be completed by April 24. Students who are absent from placement more than 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 and may be required to withdraw from the placement.

Participation in seminars 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 seminars may jeopardize students' potential for success in the course.

## **Assignments**

### **1. Professional Communication**

Using your Ryerson email account, read and respond professionally and in a timely manner to all emails initiated the Faculty Advisor.

### **2. Learning Plans**

Students will write and implement eight learning plans using the CLD161 Learning Plan Document. Learning plans must be completed during the required 22 placement days. Four activity plans must be written and implemented and submitted to the Faculty Advisor by the placement mid-term.

**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. Poster Presentation**

Students will develop a poster presentation to be shared during seminar on April 6, 2020.

Students are required to attend seminar on April 6, 2020 to present and to participate in their classmates' presentations.

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, narratives, drawings, or photos reflecting your experiences. The audience for the poster presentation is your Faculty Advisor and your classmates. Presentations 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.

### 3. E-Portfolio:

Students will develop an e-portfolio. Details will be provided by the Faculty Advisor on March 23, 2020.

## PASS-FAIL CRITERIA

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

- Successful completion of placement (i.e. Three quarters of “Ds and/or “Es” in each category on the evaluation form will be considered successful completion of placement).
- Attendance at a minimum of 5 seminar meetings designated by the Faculty Advisor.
- Completion of 8 learning plans.
- Responding professionally and within two business days to all emails sent by Faculty Advisor.
- Completed Field Education Self-Evaluation form, and signed time sheet. These must be submitted to the Faculty Advisor within 24 hours of completion of 22 placement days.
- E-Portfolio that is well organized and reflective of the student’s interests and skills.
- Effective communication with the Faculty Advisor and the Field Educator as required.
- Participation in poster presentation seminar.

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

- Unsuccessful completion of placement (i.e. **fewer than three quarters of “Ls” and/or “NDs” in each category may result in a FAIL**).
- Attendance at fewer than 5 seminar meetings designated by the Faculty Advisor.
- Completion of fewer than 8 learning plans.
- Failure to respond professionally and/or within two business days to all emails sent by Faculty Advisor.
- Failure to submit completed Field Education Evaluation Form, Field Education Self-Evaluation form, signed time sheet. These must be submitted to the Faculty Advisor within 24 hours of completion of 22 placement days.
- E-Portfolio is not submitted or is considered unsatisfactory.
- Lack of communication with the Faculty Advisor and/or the Field Educator.
- Failure to participate in poster presentations.

## 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.

- Students whose placement date is deferred for more than one week will be removed from the placement course.

- *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](http://www.ryerson.ca/senate/forms/medical.pdf).  
**Documentation is submitted online.**
- *Religious, Aboriginal and Spiritual Observance* – If a student needs an 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 Maria Burgos.**
- *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](http://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.