



**School of
Early Childhood Studies**
Faculty of Community Services

CCLD363

**FIELD EDUCATION III
Workplace Course Outline**

The following conditions must be met in order to participate in the work-place setting option:

- **Must be working in the field of early learning, e.g. primary school, child care centre, government, resource consultant, etc. for at least 12 continuous months in a full-time position**

Please note that students employed as home child care providers are not eligible for a workplace placement.

- **Must have CLEAR academic standing**
- **The required project and tasks must be different from and in addition to the student's regular job description and responsibilities**
- **The workplace setting, placement supervisor(who will act as the student's field educator) and the proposal must be approved by the Field Education Coordinator**

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

This field education course provides an opportunity for students to use the knowledge and skills acquired in the ECS program and apply them to their professional setting. In collaboration with their field educator, students will identify and develop a key project that will demonstrate academic and professional growth.

Prerequisites: CLD 332 and Direct Entry

Course Details

Course Resources

- Field Education web page at www.ryerson.ca/ecs
- Student Guide to Professionalism

Teaching Methods

- Field Work
- Online seminars
- PowerPoint Presentations

Learning Outcomes

The workplace field education course is designed to offer students an opportunity to demonstrate their academic learning in their professional workplace setting.

It is expected that students will apply knowledge acquired through the ECS curriculum to their professional practice.

Building on knowledge and skills developed in previous academic studies, field education courses, and professional employment, students will consistently demonstrate:

- Application of knowledge and theory in early childhood studies to determine and implement an appropriate project that will enhance their skills and knowledge
- Responsiveness to the community in which the placement site is situated
- Reflective, critical and analytical thinking
- Initiative within the placement site
- Active participation in their own learning
- Professionalism at all times
- Willingness to collaborate with the Field Educator, other professionals, and community members

Evaluation

Students will be evaluated according to the following criteria:

- A detailed log of hours with the tasks that were completed
 - Feedback from the student's field educator
 - The student's completed self-evaluation
1. Students must complete a workplace field education experience of a minimum of 120 hours in total and submit all required evaluation forms and assignments.
 2. Participation and attendance in online discussions are required.
 3. Students must complete the following assignments and submit them to their Faculty Advisor:
 1. **Assignments**
Key Project Description and Implementation Plan: Developed by the student in collaboration with their field educator.

The project description will be submitted with the proposal to the Field Education Coordinator for approval. Students may not commence placement until approval is received from the Field Education Coordinator.

Due Date: Approximately one week after beginning your placement. Submission date to be negotiated with the Faculty Advisor

Length: 6-8 pages, (in addition to the Implementation Plan Chart) APA format

Project Description

1. Identify the workplace setting. In no more than two paragraphs, discuss the area of interest for the key professional learning goals and provide relevant information about the setting that supports and links to your learning goals.
2. Outline the key project to be completed and related objectives. Include the following:
 - a. A detailed description of the project.
 - b. Collaborations that are anticipated for all stages of the project.
 - c. Impetus for the project and how it meets the needs and or interests of the placement site.
 - d. How you plan to document the experiences and activities of your project.
3. Describe your professional goals and how the experiences and activities associated with this key project will help you achieve these goals.

Theory to Practice

Choose and summarize a theoretical/conceptual framework on which you will base your project. Some frameworks from your coursework may include Bronfenbrenner's Model of Ecological Development, Bowen's Family Systems Theory, and Equity Diversity and Inclusion frameworks.

Discuss how the theoretical/conceptual framework will guide your project.

Choose five peer-reviewed and/or professional journal publications. For each article state the author's/authors' main ideas. How do they compare to your project ideas and outcomes? Did you find any differences and/or similarities?

Project Implementation Plan Chart

Your implementation plan should demonstrate evidence of critical thinking, a synthesis of your current career interests and future career objectives.

Your implementation plan chart should include:

- a) Professional goals
- b) Clearly articulated objectives and learning activities that reflect a theoretical framework
- c) Resources required for your project
- d) Methods to measure your objectives
- e) Target dates

***Include a reference list with your paper.**

IMPLEMENTATION PLAN CHART

Complete the first four columns of this form, with your field educator, by the end of the first week of the placement. Submit a copy to your faculty advisor. Complete the final column upon placement completion. Submit the completed chart to your faculty advisor with the Key Project Evaluation Report.

Professional Goals:

Objectives	Learning Activities (Project Tasks and Experiences)	Resources	Methods to Measure Objectives (Date/Comment/Timelines)	Target Date	Achieved Outcomes
1.					
2.					
3.					
4.					
5.					

Student Signature: _____

Field Educator/supervisor's Signature (workplace): _____

Field Educator's Name: _____

Key Project Evaluation Report:

Due Date: 48 hours after the completion of the placement

Length: 6-8 pages, APA format

Project Description

1. Describe the activities you undertook to get the project underway. Were there particular strategies you had to undertake? Who was involved in your project? Describe their role. Was the project planned collaboratively?

Project Outcomes

1. Summarize the outcomes of the project.
2. How the project achieve the intended outcomes? What are you basing your conclusions on?
3. How did the project outcomes meet the stated objectives? Did you have to revise objectives during the project? If yes, describe the revisions.
4. How did the project meet the needs of your workplace?
5. Discuss whether the project evaluation measures were effective?
6. How did the documentation communicate to the participants the process and successes of the project?
7. Discuss whether the project unfolded according to the timelines proposed in the plan.
8. Use critical thinking to discuss how newly acquired knowledge was integrated within the context of the project
9. Describe challenges encountered and how they were managed
10. Complete the Achieved Outcomes column of the Implementation Plan Chart

Project Feedback and Reflection

1. What feedback did you receive?
2. Reflecting on the project what stood out to you as significant?
3. What worked well? If you were to implement this project again what would change?
4. Discuss your professional growth and development with respect to:
 - a. Broadening your knowledge base
 - b. Any shifts in your perspectives about the field
 - c. Self-awareness of new strengths and further professional development

4. PowerPoint Presentation

Students will develop a PowerPoint presentation. The presentation will be shared on D2L during the final week of the placement.

Content will include:

- A description of the placement.
- Description of the organization (e.g., who does it serve, types of programs and services, philosophy)
- Three (3) artifacts that showcase your placement experiences (e.g., photos, drawings, lesson plans). Include a narrative to describe each artifact
- Connections between your academic course work and your placement experience. You may use artifacts, narrative, drawings or photos.

The presentation should be colourful and engaging and include artifacts reflecting your experiences. The audience for the 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.

5. E-Portfolio:

Students will develop an e-portfolio.

Details will be provided by the faculty advisor.

4. 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.

Students will be evaluated according to the following criteria:

- A detailed log of hours with the tasks that were completed
- Feedback from the student's field educator
- The student's completed self-evaluation

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

- Successful completion of placement:
 - All professional goals are met
- Participation in D2L discussions
- Completion of all assignments
- E-Portfolio is well organized and reflective of individual interests and skills.
- Completed Key Project Evaluation Form, and completed and signed by Field Educator, Implementation Plan Chart, are submitted to Faculty Advisor within 48 hours of completion of 120 placement hours
- Communication with the Faculty Advisor and Field Educator as required
- Submission of PowerPoint Presentation during the final week of placement

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

- Unsuccessful completion of placement:
Two or more professional goals are not met
- Little to no participation in D2L discussions
- Not completing all assignments or submitted assignments are unsatisfactory
- E-Portfolio is not submitted or submitted e-portfolio is unsatisfactory
- Failure to submit completed Key Project Evaluation form, and completed and signed by Field Educator Implementation Plan Chart to faculty advisor within 48 hours of completion of 120 placement hours
- Lack of communication with the Faculty Advisor and/or Field Educator
- Failure to submit PowerPoint Presentation during the final week of placement, or submitted presentation is unsatisfactory

University Policies

Missed Placement days and/or Evaluations

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 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 to Dr. Charlene Ryan.
- *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 Dr. Charlene Ryan.
- *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.