



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

**CLD 262  
FIELD EDUCATION II  
Course Outline**

Faculty Advisors: To be determined

Office Hours: To be posted by each Faculty Advisor

Course Description

Students will build on their knowledge and enhance their skills in settings that include Ontario Early Years Centres, family resource programs, kindergarten classrooms, Language Instruction for Newcomers to Canada programs and the Ryerson Early Learning Centre. The weekly on-campus seminar supports the students' placement experience. Seminar discussions will focus on developing supportive relationships with families and their young children based on family support principles; planning and implementing early learning experiences, and collaborating with the educator team. This course is graded on a pass/fail basis.

Prerequisite: CLD 161 and CLD212

Corequisite: CLD231

Course Learning Outcomes

Building on knowledge and skills developed in previous placements, students will on a consistent basis:

- demonstrate initiative and independence in daily program observations, planning and implementation
- build and establish relationships with families
- promote families' increased involvement in their children's learning and development
- provide a range of educational supports for all children
- demonstrate a sensitivity to and skills in working with diverse ethno-racial, cultural and socio-economic groups
- demonstrate knowledge of the community in which the placement site is situated and articulate the strengths of the community
- 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 field education course (e.g., Field Education Evaluation Form, Attendance Record)
- Required readings from CLD 231 and CLD 212

## Course Requirements

1. Students must complete a field education experience 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 must be completed within a timeframe agreed upon by the Faculty Advisor and the Field Educator. Students who are absent more than two consecutive weeks from placement must submit relevant documentation to their Faculty Advisor within five business days of the absence and may be required to withdraw from the placement. Medical or compassionate grounds documentation must be submitted to Dr. Charlene Ryan before academic consideration will be given by the Faculty Advisor. Documentation submitted will be kept confidential.

The Ryerson Medical Certificate and guidelines can be found in the ECS Student Handbook 2017–2018, Student Guide, and at the Registrar's Office and Senate websites. (IB3. Alternate Arrangements for Missed Examination and/or Assignment: Medical or Compassionate, Policy 134)  
<http://www.ryerson.ca/senate/forms/medical.pdf>

2. Participation and attendance in seminars and related course meetings are required. Any absences must be supported by relevant documentation and submitted within five business days of the absence to Dr. Charlene Ryan. Absences due to medical reasons must be supported by a **Ryerson University Student Medical Certificate**. Documentation submitted will be kept confidential.

3. Students must complete the following assignments. All assignments must be submitted to their Faculty Advisor by the due date:

**Curriculum:** complete 5 learning plans.

All learning plans are completed during the required 22 placement days. Two learning plans must be completed by the placement mid-term.

Assignment due dates will be determined by the faculty advisor. Assignments submitted more than 7 days late without relevant documentation will not be accepted.

**Assignment 1:**

- a. Choose three principles from The Guiding Principles of Family Support. Explain the meanings of the chosen principles and provide specific examples as to how the placement site demonstrates these principles.
- b. Describe to what extent families are involved in the placement site.
- c. Summarize the setting's mandate or vision statement on family involvement. Provide examples as to how meets its mandate or vision.
- d. Drawing on your coursework, discuss the value of having families more involved. How can families become more involved? Identify strategies to enhance involvement.

**Assignment 2:**

- a. What have you learned about the community in which your placement site is situated? Include community demographics such as the client/population served, ethnicity and socioeconomic status.
- b. How does gathering information about the community help you understand the children and families?
- c. What are some of the assumptions you had about the community? Explain how your assumptions have changed as a result of your experiences.
- d. What are the community's strengths?

**Special Project:** Details provided by faculty advisor

**Development of E-Portfolio:** Details provided by faculty advisor

**Journal:** Students will maintain a reflective journal, with one entry per week, eleven entries in total. Faculty advisors will provide a guiding question during each seminar. Journal entries will be based on the weekly guiding question. Journals are submitted to the faculty advisor once per week.

4. Students must participate in a final interview with their Faculty Advisor. The final evaluation, final reflective journal entry, and original attendance record are submitted to the Faculty Advisor one week prior to the final interview.

5. 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.

The penalties for academic and non-academic misconduct are severe. Please refer to the 2017–2018 Ryerson calendar and student handbook for University policies regarding academic integrity and misconduct. (Ryerson Policies 60 and 61) <http://www.ryerson.ca/senate/policies/pol60.pdf>  
<http://www.ryerson.ca/content/dam/senate/policies/pol61.pdf>  
It is highly recommended that you also review the materials on the Academic Integrity Website [www.ryerson.ca/academicintegrity](http://www.ryerson.ca/academicintegrity)

6. Students are required to abide by the Guidelines for Student Conduct Related to Use of Social Media and Digital Communication. Guidelines can be found in the ECS Student Handbook 2017-18 and the ECS website <http://www.ryerson.ca/content/dam/ecs/pdfs/student-resources/social-media-digital-communication-guidelines.pdf>

### Assessment and Evaluation

**Student performance in this course is graded by using a Pass/Fail designation. A PASS can be achieved according to the following definitions:**

#### **EXCELLENT**

- Successful completion of placement\*
- Attendance at all seminar meetings designated by the Faculty Advisor
- Completion of 5 learning plans of superior quality
- Submission of the 2 assignments and all placement forms in accordance with the due dates set by Faculty Advisor
- Completion of the 2 assignments of superior quality
- Completion of 11 journal entries that demonstrate reflection
- Special project is very thoughtful, creative and beneficial to the placement.
- E-Portfolio is very well organized and reflective of individual interests and skills.
- Completed field education evaluation form, field education self evaluation form, signed time sheet, final reflective journal, and completed inquiry based learning plans, are submitted **one week prior** to the final interview.
- Communication with the Faculty Advisor and field educator as required and participation in the final interview.

## **SUCCESSFUL COMPLETION**

- Successful completion of placement\*.
- Attendance at 9-10 seminar meetings designated by the Faculty Advisor
- Completion of 5 learning plans of good quality
- Submission of the 2 assignments and all placement forms in accordance with deadlines set by Faculty Advisor
- Completion of the 2 assignments of good quality
- Completion of 11 journal entries that somewhat demonstrate reflection
- Special project is somewhat thoughtful, creative and beneficial to the placement.
- E-Portfolio that is organized and reflective of individual interests and skills.
- Completed field education evaluation form, field education self evaluation form, signed time sheet, final reflective journal, and completed inquiry based learning plans, are submitted **one week prior** to the final interview.
- Communication with the Faculty Advisor and field educator as required and participation in the final interview.

## **SATISFACTORY**

- Successful completion of placement\*
- Attendance at 7-8 seminar meetings designated by the Faculty Advisor
- Completion of 5 learning plans with minimal effort
- Submission of the 2 assignments and all placement forms in accordance with deadlines set by Faculty Advisor
- Completion of the 2 assignments of acceptable quality
- Completion of 11 journal entries that rarely demonstrate reflection
- Special project is satisfactory
- E-Portfolio's content and organization is satisfactory.
- Completed field education evaluation form, field education self evaluation form, signed time sheet, final reflective journal, and completed inquiry based learning plans, are submitted **one week prior** to the final interview.
- Communication with the Faculty Advisor and field educator as required and participation in the final interview.

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

- Unsuccessful completion of placement\*

- Attendance at fewer than 7 seminar meetings designated by the Faculty Advisor
- Completion of fewer than 5 learning plans
- Failure to submit assignments and/or placement forms in accordance with deadlines set by Faculty Advisor
- Completion of fewer than the 2 assignments
- Completion of fewer than 11 journal entries
- Special project not carried out
- E-Portfolio is not submitted, or submitted e-portfolio is unsatisfactory
- Failure to submit completed field education evaluation form, field education self evaluation form, signed time sheet, final reflective journal, and completed inquiry based learning plans, **one week prior** to the final interview.
- Lack of communication with the Faculty Advisor and/or field educator
- Failure to participate in the final interview.

**\*Three quarters of "Ds and/or "Es" in each category on the evaluation form will be considered a PASS; three quarters of "Ls" and/or "NDs" in each category may result in a FAIL. A PASS or FAIL is determined by the Faculty Advisor based on the outcome of your evaluation.**

### Course Regulations

Students are required to:

1. Activate and maintain a Ryerson Matrix account and e-mail and check it on a daily basis for notices from faculty and staff from the School of ECS. Ryerson requires that any official or formal electronic communication from students be sent from their official e-mail account (Ryerson university policy#157). E-mail addresses from a non-Ryerson address will not be returned.

a. 2. Have all required professional documentation in order, i.e. first aid, police check, TB test, Ontario Ministry of Labour Worker Health and Safety Awareness Training in 4 Steps

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3. Attend any orientation, interviews, conferences, parent meetings, home visits, etc. as requested or required by the field education site.