

# Early Childhood Education Program Guide



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*Please note the following important information:*

*Durham College strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, timetable or campus location at any time. Please consult our website at [www.durhamcollege.ca](http://www.durhamcollege.ca) for the most current information.*

Printed: June 2009

# ***Welcome Students***

## ***A Message from the Dean***

*On behalf of the faculty and staff of the School of Health and Community Services, it is a pleasure to welcome you to Durham College.*

*We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.*

*We are pleased you have chosen Durham College. We look forward to working with you.*



*Susan Sproul  
Dean, School of Health and Community Services*

## ***A Message from the Vice-President Academic***

*Congratulations on choosing Durham College and taking a very important step in preparing for your future. Durham College is known for high quality programs, leading edge technology, an award winning library and a student-centered approach to learning. Student learning is at the heart of what we do. Our commitment to “the student experience comes first” guides our work and decision-making throughout the College.*

*The program you have chosen has been designed to help you develop the necessary skills and knowledge to support your success in your chosen career path. Our dedicated and professional staff and professors are committed to helping you achieve your educational goals and your career aspirations.*

*Durham College strives to be highly accountable to students and employers through the preparation of work-ready graduates who will continue to live our “success matters” focus in their professional work environment.*

*We are pleased you have chosen to study at Durham College and we look forward to supporting your learning journey – work hard, have fun, enjoy your college experience and campus life.*

*Wishing you much success with your studies.*



*Judy Robinson,  
Vice President, Academic*

# *School of Health & Community Services*

## *Early Childhood Education*

### *Program Faculty & Staff*

The office of the School of Health & Community Services is located in SW205 of the Gordon Willey Building.

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Health and Wellness Centre – G127 (Main Campus) – Kathy Lazenby, (905) 721-3037

School of Health & Community Services Office Telephone: (905) 721-3080

The above individuals may be contacted by dialing directly (905) 721-2000, followed by the appropriate extension.

# ***Mission: The student experience comes first at Durham College***

## **Vision**

- Durham College is the premier college in Canada for career-focused students who will succeed in a challenging, supporting and inclusive learning environment.
- Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience.
- Our vibrant campus community enriches the student life experience.

*All of this combines to ensure our graduates have the market-ready skills to obtain great careers and make a difference in the world.*

## **Values**

Our values drive our organizational culture and our behaviour in delivering our vision and mission. They are:

### **Integrity and Transparency...**

we will behave and communicate sincerely and honestly

### **Respect...**

we will treat everyone with dignity and offer superior service

### **Equality and Diversity...**

we will champion all learners and celebrate diversity

### **Innovation...**

we will be leaders in market-responsive learning experiences and solutions

### **Personal and team accountability...**

we will do what we say we will do



## THE STUDENT EXPERIENCE COMES FIRST AT DURHAM COLLEGE

### Important to All

Students and staff at Durham College are committed to academic excellence by:

- Demonstrating respect for one another and property
- Maintaining a clean and safe environment
- Taking an active role in the learning process
- Providing and receiving support when necessary
- Attending classes and/or appointments regularly and on time
- Modeling skills, attitudes and expectations of the workplace

### Support Staff

- Provide professional quality customer service to students and staff
- Direct students and staff to appropriate resources
- Support and assist students in their learning and career goals
- Promote services that enhance student success

### Faculty

- To be positive, enthusiastic, patient and flexible
- To be in the class early and prepared to begin on time
- To keep current in academic and professional knowledge
- To be prepared for activities, exercises and demonstrations
- To be available and show willingness to help students
- To ensure that all students get equal assistance and time
- To perform evaluations according to established criteria and within a reasonable time frame
- To return and take up any assigned homework, assignments, tests and projects promptly
- To identify students requiring remedial assistance, and to direct those students to the appropriate services
- To write constructive and helpful statements when evaluating student assignments
- To use a variety of teaching and questioning techniques
- To encourage student participation and feedback wherever possible
- To outline professional responsibilities, career alternatives, and avenues for further education following graduation
- To provide a course outline to each student at the beginning of the course, to review the outline with the students, and to adhere to the outline
- To adhere to Durham College policies, procedures and guidelines
- To place the safety and well being of the student above all other objectives, including fulfilling education obligations

### Students

- To be prepared for class and professional practice activities. This will include reading appropriate textbook assignments prior to class and completing any homework assignments
- To be in class and arrive on time
- To participate in class activities
- To demonstrate respect for all persons and the learning environment
- To be trustworthy, honest, and accountable for own behaviour
- To complete tests, assignments and evaluations as required, striving for excellence
- To demonstrate effective communication skills
- To understand all course requirements and to follow them
- To seek assistance immediately if unable to follow the subject requirements for any reason
- To read and adhere to Durham College policies, procedures and guidelines

### Administration

- Meet or exceed standards of excellence
- Manage budgets and resources
- Support students and staff in meeting their responsibilities
- Support/direct approved operational procedures
- Communicate relevant information in a timely fashion
- Be current in their field of leadership in a college environment

# *Important Dates 2009-2010*

Fall semester examinations will take place Friday, December 11 to Thursday, December 17 2009. Winter semester examinations will take place Monday, April 19 to Friday, April 23, 2010.

**Please ensure that you do not schedule vacation or employment during these times.**

## **FALL 2009 SEMESTER**

August 31, 2009	Registration for part-time Oshawa campus students begins and window opens for timetable changes. Apprenticeship Classes begin
September 8, 2009	Orientation for first-year students.
September 9, 2009	Classes begin for most programs.
September 15, 2009	Last day for late program registration. Last day for fall semester course or program changes.
September 22, 2009	Last day for full-time students to withdraw with full refund, less \$100 administration fee. <sup>1,2</sup> Last day for refund eligibility when dropping to part-time. Last day for part-time students to withdraw with tuition fee refund less an administration fee. <sup>1,2</sup> Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for fall semester subjects.
September 30, 2009	Student Health Insurance Plan “Opt-out” deadline. Last day for application for fall semester subject exemption/credit. Last day for withdrawal from a fall semester subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. <sup>1,2</sup>
October 12, 2009	Thanksgiving (no classes).
October 22, 2009	Fall Convocation (Time and location TBA)
November 12, 2009	Scholarship Ceremony
November 13, 2009	Winter 2010 semester fees due date.
November 16, 2009	Online registration for winter 2010 semester courses on the Oshawa campus begins.
November 20 2009	Last day to withdraw from a fall semester subject with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. <sup>1,2</sup>
December 17, 2009	Fall semester final examinations/evaluation(s) conclude; exams running from Friday, December 11 <sup>th</sup> to Thursday, December 17 <sup>th</sup> for post-secondary students. Note: tentative snow days for Oshawa campus will be January 6 and 11, 2010.

December 17, 2009	Last day of classes for most programs.
December 23, 2009	Grades are available to view electronically as of 4 p.m. Note: official distribution date for the purpose of academic appeals is January 6, 2010.  Full-time Oshawa campus students may process timetable changes for the winter semester through MyCampus as of 4 p.m.
December 25, 2009 – January 3, 2010 inclusive	Campus closed for the holiday season.

## **WINTER 2010 SEMESTER**

January 4, 2010	Registration for Oshawa campus part-time students begins. Apprenticeship Classes begin
January 6, 2010	Classes begin for most programs. Official grade distribution date for the purpose of Academic Appeals.
January 12/ 14/ 16, 2010	Dates for missed exams from Fall Semester 2009
January 12, 2010	Last day for late program registration.  Last day for winter semester course or program changes.
January 19, 2010	Last day for full-time students, who started their program in September 2009, to withdraw with a refund of <u>winter tuition fees</u> . <sup>1, 2</sup> Ancillary fees and school supply fees are not refundable.  Last day for full-time students, who started their program in January 2010, to withdraw with a refund of full fees paid less \$100 administration fee. <sup>1, 2</sup>  Last day for refund eligibility when dropping to part-time.  Last day to withdraw from part-time studies with tuition fee refund less an administration fee per subject.  Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester subjects.
January 31, 2010	January start students only: Student Health Insurance Plan “Opt-out” deadline.
February 2, 2010	Last day for application for winter semester subject exemption/credit.  Last day to withdraw from a January start subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. <sup>1, 2</sup>
February 1, 2010	February start classes begin.
February 1 – 5, 2010	Winter Break week – No classes for Intermediate & Advanced Electrical Block students.
February 5, 2010	Last day for February start late program registration.  Last day for February start course or program changes.

February 12, 2010	Last day for full-time students, who started their programs in February 2010, to withdraw with a refund of full tuition fees paid less \$100 administration fee. <sup>1,2</sup>  Last day for refund eligibility when dropping to part-time for February start only.  Last day for February start students to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester subjects.
February 15, 2010	Family Day (no classes)
February 19, 2010	T2202As available online via MyCampus as of 4 p.m.
February 22 – 26, 2010	Winter Break week. No classes with the exception of Apprenticeship and OFAD February start students.
February 26, 2010	Last day to withdraw from a February start subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. <sup>1,2</sup>
February 28, 2010	February start students only: Student Health Insurance Plan “Opt-out” deadline.
March 1 to 5, 2010	Winter Break week – No classes for Apprenticeship students.
March 15 to 19, 2010	Winter Break week – No classes for OYAP Apprentices.
March 26, 2010	Last day to withdraw from a January start subject with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. <sup>1,2</sup>
April 1, 2010	Spring 2010 semester fees due date.
April 2, 2010	Good Friday (no classes).
April 9, 2010	Last day to withdraw from a February start subject with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. <sup>1,2</sup>
April 19 – 23, 2010	Winter semester final examinations/evaluation(s) concludes.
April 23, 2010	Last day of classes for most January start programs.
April 30, 2010	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
May 11/ 13/ 15, 2010	Dates for Missed Exams from Winter Semester 2010.
<b>SPRING 2010 SEMESTER</b>	
May 10, 2010	Most Spring classes begin.
May 14 2010	Last day for late program registration.  Last day for most spring semester course or program changes.
May 21, 2010	Last day to withdraw from most spring semester programs and receive a partial refund. <sup>1,2</sup>  Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most spring semester subjects.

	Last day to withdraw from most spring semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. <sup>1,2</sup>
	Last day for application for spring semester subject exemption/credit.
May 31, 2010	Student Health Insurance Plan “Opt-out” deadline.
May 24, 2010	Victoria Day (no classes).
June 4, 2010	Last day to withdraw from most spring semester subjects with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. <sup>1,2</sup>
June 17 & 18, 2010	Convocation (Time and location TBA).
June 25, 2010	Last day of classes for most Spring start programs.
June 30, 2010	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

### **SUMMER 2010 SEMESTER**

July 1, 2010	Canada Day (no classes).
July 5, 2010	Summer classes begin.
July 9, 2010	Last day for late program registration. Last day for most summer semester course or program changes.
July 16, 2010	Last day to withdraw from most summer semester programs and receive a partial refund. <sup>1,2</sup> Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most summer semester subjects. Last day to withdraw from most summer semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. <sup>1,2</sup> Last day for application for summer semester subject exemption/credit.
July 30, 2010	Last day to withdraw from most summer semester subjects with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. <sup>1,2</sup>
August 2, 2010	Civic Holiday (no classes).
August 20, 2010	Last day of classes for most Summer start programs.
August 25, 2010	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

#### **NOTES:**

1. Official Withdrawal forms must be completed by the student and submitted to the Office of the Registrar.
2. The administration fee for international students will vary.

*These dates represent the best information at time of publication. The College reserves the right to make changes subject to amendments to existing legislation, Collective Agreements, or as required by the College. Dates may vary slightly from program to program.*

# *Program Information*

## *Early Childhood Education Program*

The Early Childhood Education Program is a two year program designed to train future early childhood educators. Our graduates find employment in child care centres, nursery schools, Ontario Early Years Centres and agencies devoted to the care of young children from infancy to school age. The program includes three field placement opportunities in a variety of facilities and with diverse age and ability levels.

"Student Success" is the primary goal of the Early Childhood Education Program at Durham College. As teachers and administrators, we are dedicated to helping students achieve their own goals, whether they be Early Childhood Education (ECE) diplomas or personal development. Our diploma program is offered over a two-year period to full-time students, as well as on a continuing cycle through Continuing Education. This enables students to complete their education according to the schedule which suits them best.

Continuing Education faculty liaise regularly with their day-school counterparts. This ensures consistency in the quality of the education received and in the standards of the course.

Course learning outcomes are identical for full-time and Continuing Education courses. While the content and standards are the same for full-time and part-time classes, the format may be varied to take into account the scheduling of Continuing Education classes. This means that ECE courses taken at Durham College are fully transferable between the full-time and part-time programs.

This handbook will:

- a) explain the goals/objectives of the ECE Program;
- b) set out the responsibilities of students and faculty in achieving these goals;
- c) provide details of all our course offerings; and
- d) outline the policies of the ECE Program.

**Your Student Handbook and this Program Guide contain valuable information about Durham College and the Early Childhood Education Program. Please read them carefully.**

### ***Durham College Early Childhood Education Goals***

In addition to the accepted Program Standard, the Early Childhood Education Program at Durham College has the following goals for its students:

1. To ensure that each student is in the appropriate area of study.
2. To establish a climate for a positive learning experience.
3. To encourage each student to strive for excellence.
4. To encourage students to participate actively in self-directed learning.
5. To encourage each student to be involved in the learning experience and to value this experience.
6. To role model excellence and to inspire each student to emulate these behaviours.
7. To deliver a curriculum which reflects the current needs of the child care profession.
8. To emphasize the importance of attendance, commitment, and perseverance as a means to achieve success.
9. To create unity and pride in the program and the profession.
10. To encourage an appreciation for the value of peer and self-evaluation.
11. To recognize, reward, and celebrate behaviour contributing to success.
12. To encourage honest and open communication.
13. To provide clearly defined information regarding rules, regulations, policies, procedures, curriculum, and evaluation.
14. To deliver the best instruction and learning experiences possible.
15. To encourage co-operative work and sharing of responsibilities in the learning experience.
16. To monitor student performance continually to permit early diagnosis and treatment of difficulties in learning.
17. To encourage a desire for life-long learning.
18. To emphasize the importance of academic and professional integrity.

### ***ECE@Durham - Launching Stars***

In 2004, the ECE faculty group felt Durham's ECE students needed a symbol that would represent the professional nature of early childhood education. The symbol that now represents Durham's ECE Program depicts a stylized image of an adult and a child gesturing towards a star. The theme of "launching stars" was intended to represent two ideas. The first is that Durham College's ECE Program "launches" its "star" graduates into the community. The second idea is that our ECE graduates are "launching stars" too...children. The symbol can be seen on t-shirts, signs and print material that represent the Early Childhood Education Program

### ***Early Childhood Education Vocational Standard***

The ECE vocational standards apply to all ECE programs offered by colleges across the province.

Upon completion the graduate has reliably demonstrated the ability to:

1. plan curriculum\* that is based on a thorough understanding of child development.
2. plan and implement individual programs and curriculum\* to meet the developmental needs of children\*.
3. utilize a variety of observation techniques\* to enhance work with children\*, families\*, and co-workers.
4. maintain responsive relationships\* with individual children\* and groups of children\*.
5. establish and maintain safe and healthy environments\* which best meet the requirements of current legislation\*, regulatory bodies, and program policies.
6. develop and maintain effective written, oral, nonverbal, and electronic communications with children\*, families\*, co-workers, employers, and individuals/agencies.
7. apply relevant legislation\*, policies, procedures, and regulations to early childhood education programs and settings in a changing social context.
8. apply a personal philosophy of early childhood education within the framework of ethical and professional standards\*.
9. act in a manner consistent with principles of fairness, equity, and diversity\* to support the development and learning of individual children\*, within the context of his/her family\*, culture\*, and society.

(Ontario Ministry of Training, Colleges and Universities. Vocational Standard for Early Childhood Education. Toronto: Government of Ontario, 2002.)

# *Course Outlines*

For each course, a Course Outline that describes course content, learning activities, evaluation methods, timelines and support resources is available online.

This is a binding document. Any changes will be agreed upon by students and the professor and requires approval from the Dean of the School. For further details, please refer to the Course Outlines Policy and Procedure documents ([www.durhamcollege.ca/policies](http://www.durhamcollege.ca/policies)). Course outlines are important documents. Please refer to them during the semester and keep them safely afterward. For students who go on to other post secondary institutions or post diploma programs, these will be essential documents.

**Please note** that students are expected to download copies of their course outlines from MyCampus prior to the **first** class in each course. Instructions for downloading are located on MyCampus at [www.durhamcollege.ca/mycampus](http://www.durhamcollege.ca/mycampus) .

## *General Education*

Durham College strives to ensure that students who graduate are immediately employable in their field of study; able to succeed in employment through the ability to continuously learn; and are capable of contributing positively to the society in which they live and work. Therefore, each program of study will strive to provide students with the skills related to a specific field of study (vocational skills), essential employability skills, and general education.

General education courses strengthen students' generic skills such as critical analysis, problem solving and communication in the context of an exploration of topics with broad-based personal and/or societal importance. Normally, programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma include three general education courses. Such courses are identified on the program of study using the designation of "G". The Vice-President, Academic approves the designation of General Education courses.

# *Durham College*

## *Academic Policies & Procedures*

To view the Durham College Academic Policies & Procedures, please go to [www.durhamcollege.ca/academicpolicies](http://www.durhamcollege.ca/academicpolicies).

### *Program Specific*

## *Academic Policies & Procedures*

#### *ECE Program Policies*

The Early Childhood Education Program has developed program policies based upon its philosophy and goals. It is the student's responsibility to read, understand, and comply with the policies outlined in this document. Students will be asked to sign an Academic Integrity Statement to indicate that they have read both this Program Guide and the "Academic Policy & Procedures" section of the current Durham College Student Handbook. There will be three copies of this statement: one will be retained by the student, one will be placed in the student's file, and the third will be kept on file by faculty. The ECE Program reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all subjects unless students are advised otherwise. Additional policies specific to individual courses may be included in those course outlines.

#### *Submission of Required Documents*

One of the Essential Employability Outcomes mandated by the Ministry of Training, Colleges and Universities is that of "Personal Skills". The defining skills in this category include "managing self" and "demonstrating personal responsibility". One of the required learning outcomes of this skill is that the student demonstrates the ability to "take responsibility for one's own actions, decisions and consequences".

To this end, students will be held fully responsible for submission of all required documentation by the deadline communicated to them for program admission and for specific courses. **THERE WILL BE NO EXCEPTIONS TO THE IDENTIFIED DEADLINE.**

**Failure to submit the required documents by the deadline will result in the student's removal from the ECE Program or from an individual course within the program.**

### ***Information about Prerequisite Subjects***

If a student is not eligible to take a particular course at the time it is offered because he/she has not successfully completed a prerequisite subject or the required submission of documentation, the student is responsible for taking the course **at his/her own expense** once eligibility requirements have been met.

### ***The Learning Environment***

One factor that has an impact on student success is an appropriate learning environment. Acceptance of the following information will ensure a positive learning environment for both faculty and students.

### ***Classroom Conduct***

It is expected that all members of the class, including the professor, will treat one another with courtesy and respect. If individual behaviours interfere with the rights of others to teach or to learn, the professor has the right to ask the disruptive student(s) to leave the class.

### ***Late Arrivals in Class***

Students are expected to arrive to class on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a test will not be given any additional time to complete the test. No student will be allowed to enter the test room after the first student to complete the test leaves the room.

### ***Cell Phones***

**Use of cell phones during class is not permitted.** This includes the use of text messaging and camera functions. Cell phones should be turned off during class time. Professors recognize that there may be times when a student needs to be available to receive an urgent call. If a student requests and is granted this privilege, it is expected that the phone will be turned to “vibrate” so that its ringing will not disrupt the class or disturb other students. It is also expected that, should a call come in, the student will leave the classroom to respond.

### ***Eating and Drinking in Classrooms***

Light snacks and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if other students in class object to the practice.

### ***Preparation of Assignments***

All assignments must meet the following criteria unless otherwise stated in individual subject outlines.

- Plain, unlined paper, not 3 hole punched
- MLA format cover page
- Double-spaced
- Single-sided
- Margins – left, right, top, bottom
- Stapled
- Typed
- A “Works Cited” page with all resources cited in correct MLA format (in-text citations are also used, where appropriate)
- Font size of 12

Assignments which do not meet the above criteria will normally be returned unmarked, and late penalties will be applied from the date of return.

The Library provides a document (both on-line and in hard copy format) entitled Your Guide to Bibliographic Citation – MLA Style as a resource for students. The Communication Techniques course also teaches appropriate documentation methods.

It is expected that students employ Canadian spelling in all of their work. Students are advised to purchase a Canadian dictionary.

### ***Submission of Assignments***

All assignments are due at the beginning of the first class in that subject on a predetermined due date. Any received after this will be deemed "late". If an assignment is missing any of the required components, it will normally be returned to the student and late penalties will be applied from the date of return. Late assignments will normally be penalized 10% per “school” day (24 hour period – including field placement days). No mark will be assigned to assignments handed in 10 or more days late.

**It is the responsibility of the student to get all assignments in on time and to submit them directly to the professor of the subject. However, if s/he wishes to submit an assignment after the agreed upon class, s/he may submit it in the ECE drop box located between offices C233 and C234. When submitting an assignment in the drop box, please ensure the following:**

1. Make sure your first and last names are on the assignment.
2. Ensure that all parts of the assignment are appropriately secured so as to not fall apart (staples, not paper clips).
3. Ask a faculty member to sign, date and note the time of submission. If this is not done, the assignment will be timed and dated when it is removed from the box and late penalties will apply accordingly.
4. Send an e-mail to the professor to let her/him know you have submitted an assignment to the drop box.

It is the student's responsibility to **keep a copy** of each assignment that is submitted.

If the student will be absent on the due date, he/she can negotiate with the instructor for an **earlier submission date**. It is the student's responsibility to contact the professor to arrange for this change. **Extensions** *may* be available for assignments if the extension is negotiated with the professor before the due date.

### ***Policies for Writing Tests and Exams***

Test and exam writing is taken seriously and is conducted under structured circumstances. In an attempt to ensure academic integrity the following procedures will be followed for all tests and exams.

- You **must** have your student photo ID out on the desk. If you don't have an ID card you will be unable to write the test. Speak to the individual professors about this situation in advance of the test-writing.
- The only items available to you on your desk during test-writing should be **2** blue or black pens (1 will often run out), a pencil for scantron tests and any other materials specified by the professor. Tests should always be written in pen.
- All other materials and personal possessions brought to class will be placed under the student's chair. This includes coats, hats, purses, pencil cases, book bags, books and loose paper.
- The floor around the desks must be clear for the professor to move around the room and to answer questions.
- Students must sit facing the front of the classroom, not sideways.
- Always **keep your eyes on your own paper**.
- **You are responsible for protecting the contents of your test answers** from the view of those sitting near you.
- There will be absolutely no talking.
- Do not share materials with your peers (white-out, rulers, erasers, etc.). If you need something, raise your hand and ask the professor.
- Remain in your seat until you have finished writing the test. If you have a question about the test, raise your hand and the professor will come to you.
- When you are finished writing, you may leave the classroom **quietly**. Return only at the agreed upon time or when all students have finished writing.
- After exiting the test room, refrain from talking outside the door. The other students are still trying to concentrate. Move away from the room.

### ***Helpful Hints for Test Writing***

Test writing can be incredibly stressful and sometimes causes students to make unwise or rash decisions that they may regret later. Try some of the following “Helpful Hints” when writing your tests.

- Write your first and **last names** on the front of your paper and on every page.
- Read the test over as soon as it is given to you. If you were given scrap paper you may use it to jot down points you are afraid you may forget later on. You may also be able to jot notes down on the back of the test page.
- Always **turn the test paper over** to see if there are questions on the reverse side.
- **Read the questions carefully** and do exactly what is asked of you in the questions. Some students find that underlining or highlighting key words in the question is helpful. If the question says “list and explain” do that. If it says “list” then just write down a list of points. “Define” means to explain the term. (Don’t define by using the term or its root word in your answer.)
- If you are unsure what the question is asking, **raise your hand** and the professor will help if s/he can.
- **Answer the questions fully!** Do not assume that a question worth 2 marks only needs 2 short points. Explain yourself clearly; don’t assume the professor will know what you were **thinking**.
- If a question is worth 10 marks, you must give a great deal of solid information. Conversely, if the question asks for 3 points (for example), the professor will mark only the first 3 points you write down. Choose the 3 strongest points you can think of.
- **Use your time well.** Be aware of the clock and the amount of time you’ve been given.
- Take a deep breath and **try to relax**; you’ll think more clearly if you do.
- Do your best and remember that if you don’t do well there are other methods of picking up your marks in future tests or assignments. **One test is not the end of the world!**
- Get **lots of sleep** the night before!

### ***Absence for Tests and Assignments***

If a student is going to be absent on the day of a test or the due date of an assignment, s/he or his/her representative must contact the course professor no later than 8:00 a.m. on the day the assignment is due or the test is scheduled. If the professor is not available, a message should be left on his/her voice mail system.

**Students who fail to contact the professor by this time automatically receive a mark of zero (0) on the test or assignment.**

To write a missed test or to avoid late penalties for an overdue assignment, the student must also provide **documentation** to validate the date and nature of the absence. Documentation may take the form of a note from a doctor, dentist, auto mechanic, police officer, etc., depending on the circumstances surrounding the absence. **This documentation must be given to the professor no later than one week following the student’s return to school.**

**Students who fail to provide appropriate documentation to support their absences, within the required time frame, also forfeit the grade value of the missed test or assignment.**

In cases of bereavement or other serious situations, the student should discuss the situation with the professor; s/he will outline the procedures to be followed.

Pending approval, missed tests will be written at a date and time determined by the professor.

**If the professor is absent on the due date of an assignment, the assignment is still due on that date. Submit the assignment according to the professor's instructions; these will be posted on the ECE bulletin board in the "C" wing by the ECE faculty offices.**

### ***Return of Tests and Assignments***

Under normal circumstances tests and assignments will be marked and returned in one week from the time of submission. In extenuating circumstances students will be notified of any change in this time frame by the individual professor.

Results of a student's individual assignment or test will be returned only to that student. Students who are not in class when work is returned are required to retrieve their results from the professor during his/her office hours.

Marked assignments will be kept for **20 working days** after the student's grade reports are made available at the end of the semester. If they are not retrieved in that time, the assignments will be discarded.

### ***Attendance and Student Success***

Attendance has been shown to be the best predictor of student success. Most courses are designed to build on skills previously learned and applied in class; a student missing topics will find it more difficult to complete subsequent assignments. If a student is absent from class, it is his/her responsibility, **prior to the next class**, to learn what was missed.

Students are responsible for knowing all course requirements and instructions given in class, even if they are absent from that class. They are encouraged to find classmates who are willing to gather handouts, take notes and pass along instructions and information from classes that they have missed. The student who has missed class is encouraged to contact the professor immediately if any of the information she/he has received is unclear.

### ***Communication***

Communication is important to all of us in the ECE Program. Students are expected to check MyCampus daily for both college-wide and program specific information. Each Durham College student has a MyCampus e-mail address which they should check daily. **Communication between students and faculty via e-mail is limited to the MyCampus system. Durham College faculty are not permitted to use or reply to personal e-mail addresses.** Information and messages may also be posted on the ECE Bulletin Board adjacent to the ECE faculty offices on the second floor of C-Wing, Gordon Willey Building. Emails need to be grammatically correct with proper spelling and punctuation to reflect professional student-teacher communication.

It is the student's responsibility to keep the professor informed about any circumstances which may be interfering with the student's success in that subject. The professor cannot provide support and assistance if s/he is not aware that a problem exists. Students can leave messages on the professor's voice mail or e-mail 24 hours a day and arrangements can be made for the professor and the student to meet and work together to resolve any issues or challenges.

If a student has a concern about an individual course, the first line of solution should be a discussion with the professor of that course. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator or the Student Liaison.

### ***Confidentiality***

Students will be advised about the importance of confidentiality in the ECE Profession. They will be asked to sign a copy of the following document.

**Confidentiality is a vital component of professional practice in the field of Early Childhood Education. The following page directs each learner to sign a Declaration of Confidentiality waiver indicating that he/she has read and understands the importance of confidentiality within the Field Placement Preparation Course in the Early Childhood Education Program. Please read and return the signed form as instructed. Your signed form will be kept on file in the Coordinators' office.**

## ***DECLARATION OF CONFIDENTIALITY***

I hereby understand that, as a student of the School of Health and Community Services in the Early Childhood Education Program at Durham College,

I may be entrusted with knowledge of the personal and private affairs of the general public, staff and fellow students during my time of training, and that;

I hereby agree neither to share any of this knowledge via any electronic mediums, nor to discuss it at any time or in any place or with any unauthorized person either during my time in the classroom, in my field placement, or thereafter.

I also acknowledge that I fully understand the above and that failure to comply will result in consequences as outlined in the current Durham College Student Handbook.

**NAME:** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### ***Photo/Video Release Form***

Pictures of ECE students participating in various classroom activities are taken from time to time. These photo images will be used in promotional materials for the ECE program such as photo albums, poster board displays and photo shows.

Students will be asked to sign a photo release form. Your signed form will be kept on file.

# *Academic Honesty*

## *Academic Integrity*

To maintain academic integrity, student work shall be the product of his or her own efforts. In an effort to ensure the highest standards, Durham College has purchased a license with Turnitin.com, an online plagiarism detection service. Such practices as cheating and plagiarism cannot compromise academic integrity as defined in the Academic Integrity Policy and Procedures documents ([www.durhamcollege.ca/policies](http://www.durhamcollege.ca/policies)).

## *Academic Integrity and ECE*

**Any type of academic dishonesty is considered to be a very serious offence with severe consequences for offenders. All students are expected to review the “Academic Policies”**

**Any** resources (class notes, interviews, handouts, textbooks, resource packages, journal articles, websites, etc.) used in the preparation of **any** assignment must be clearly identified and cited using correct MLA format. Failure to do so may constitute an act of plagiarism and be subject to penalties described in the current Academic Policies on Mycampus.

Any work that has been plagiarized will automatically receive a mark of zero (0). Any act of plagiarism or academic dishonesty will be documented and brought to the attention of the Associate Dean of the School of Health and Community Services. The documentation will be placed in the student’s file.

Students working in pairs or groups to gather or research ideas are still expected to hand in individual assignments unless the instructor has indicated that a group submission is acceptable.

If it is determined that a student has shared work with or copied from another student, all students involved will receive a mark of zero (0) for the assignment or test. Details of the incident will be forwarded to the Associate Dean, who will then determine if further penalties are necessary.

If a student has questions as to whether material should be cited or about the format to be used, he/she is encouraged to consult with the instructor before submitting the assignment.

## *Guidelines for Academic Integrity*

1. **Know Your Rights**  
Do not let other students in your class diminish the value of your achievement by taking unfair advantage. Report any academic dishonesty you see.
2. **Acknowledge Your Sources**  
Whenever you use words or ideas that are not your own when writing a paper, reference these, both in the body of your paper and in a “Works Cited”.
3. **Protect Your Work**  
In tests and exams, do not allow your neighbours to see what you have written; you are the only one who should receive credit for what you know.
4. **Avoid Suspicion**  
Do not put yourself in a position where you can be suspected of having copied another person’s work, or of having used unauthorized notes in an examination. Even the appearance of dishonesty may undermine your professor’s confidence in your work.
5. **Do Your Own Work**  
The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education, and may lead to serious charges against you.
6. **Always Tell the Truth**  
When discussing your work with your professor, any attempt to deceive may destroy the relationship between teacher and student.  
“Eight Cardinal Rules of Academic Integrity.” Academic Integrity at Northwestern.  
5 June, 2003. <http://www.northwestern.edu/uacc/uniprin.html>

# *Requirements for Promotion*

## Evaluation and Promotion

Academic subjects are evaluated in a variety of ways. These may include tests, written or oral assignments, and group work as well as final examinations. The evaluation criteria for each course are included with the course outline. Students are advised to familiarize themselves with these criteria early in the semester. Please refer to the Grading and Promotion Policy and Procedures documents ([www.durhamcollege.ca/policies](http://www.durhamcollege.ca/policies)).

## Academic Probation

Students who do not achieve/maintain a cumulative GPA of 2.0 (exceptions are listed below), or are otherwise not progressing satisfactorily, may be placed on academic probation at the Dean’s discretion. Such students may be allowed to continue in the program on a Letter of Permission (a Student Success initiative contract) which will specify conditions which must be met. Students who do not meet the conditions of their academic probation will be required to withdraw from the program.

# *Missed Final Examinations*

Students who, as a result of an **emergency circumstance**, (i.e. a death in the family or illness), are unable to complete all of their program evaluation requirements must notify their Dean or designate as soon as possible. The Dean will consult with the appropriate faculty member(s) to determine and validate the reason(s) and eligibility for Aegrotat (AEG) standing. Please note a student is eligible for an AEG only once in his/her academic career at Durham College. For more details on AEG eligibility, please go to [www.durhamcollege.ca/policies](http://www.durhamcollege.ca/policies), to view the Aegrotat Policy (ACAD-110).

Students who, as a result of a **non-emergency circumstance**, miss a final examination now have an option under a new college policy. It provides an avenue for a student with no less than a cumulative 1.5 GPA to pay a fee to defer/reschedule the writing of one or more final examinations during a single exam period. This policy can only be used once in a five-year period. External accreditation requirements, the availability of appropriate examination facilities and other constraints necessitate that not all courses will be eligible.

## **Procedure for “Missed Final Examination” policy**

1. As soon as the examination schedule is posted and the student becomes aware of the problem/conflict or within two (2) college days of missing the examination(s), he/she must notify their School office and make arrangements to meet with the Student Liaison or designate for advising regarding the missed examination policy.
2. Student meets with Student Liaison or designate for advising. Advising is extremely important to ensure students make the right decision/choice (AEG or missed examination) and understands that this is a **once only** in a five-year period opportunity.
3. During the interview, the Student Liaison or designate:
  - a) Checks the Veteran Information screen in Banner to ensure the student has not utilized the Missed Exam privilege before within a five-year period.
  - b) Confirms the course is eligible for this policy.
  - c) Confirms the student has a cumulative GPA of at least 1.5 or reviews midterm grades in consultation with school dean or designate for 1<sup>st</sup> year students.
4. Student Liaison or designate assists student in completing the Application for Missed Examination form, ensures accuracy, notes the due date for student to make payment to the Office of the Registrar, and identifies special software/lab requirements or laptop usage prior to signing form. Note: Exams which require special software/lab requirements or are laptop exams may require a directive from the Dean/Associate Dean.
5. Student takes signed copy of completed Application for Missed Examination form to the Office of the Registrar and makes \$150/course payment within two (2) college days of the missed exam date (as noted on the application form). The application will not be processed until payment has been received. Payments will **not** be refunded. If a student is writing a missed exam due to a religious holiday, the fee will be waived.

6. The Office of the Registrar must receive a copy of the Application for Missed Examination form from the student with the Student Liaison or designate signature and checks the student's record in the Veteran Information screen (part of GSR) in Banner to ensure student has not had the Missed Exam privilege within the past five (5) years.
7. The registration clerk will process the application and payment (\$150.00 per course), enter the information on the "Veteran Information screen (part of GSR)" screen, and provide student with receipt and completed application form. The Office of the Registrar keeps gold copy of form.
8. The student takes the receipt and copy of the completed application to the School of Career Development and Continuing Education, Room A165. The School of Career Development and Continuing Education gives to the PLAR office, Room A165, for processing.
9. The PLAR office, Room A165, receives completed application and payment receipt from students, prepares faculty contract and notifies the faculty member(s) and school of need to create a new exam. The PLAR office receives exam package from faculty and, if required, confirms special requirements with faculty. The PLAR office ensures the Test Centre receives the exam package.
10. The student is responsible for confirming their exam sitting time and date with the Test Centre by phone at 905.905.2000 ext. 2557 or by email at [TestCentre@dc-uoit.ca](mailto:TestCentre@dc-uoit.ca), The exam date will occur within two weeks of the next term for December exams and within two weeks after the formal examination period for the April exams. The exam date and time may be scheduled at night and on weekends. The student will not be able to reschedule this date under any circumstance.
11. The student completes the rescheduled exam and the PLAR office gives, exam, marks change form and contract to faculty for signing. Within 3 days of scheduled exam, the professor returns the assessed exam, completed Mark Change form and signed contract to the PLAR office, Room A165, for processing.
12. The Office of the Registrar posts the student's final grade on MyCampus and, if necessary, informs the student and student liaison if the student is not eligible to be registered into pre-requisite courses.
13. The faculty member receives payment as per contract prepared by the PLAR office.

For more details on this policy and the procedure, please speak with your Student Liaison or see the website [www.durhamcollege.ca](http://www.durhamcollege.ca) under Academic Policies.

# *Field Placement*

*The ECE Field Placement policies and procedures are fully explained in a portion of the ECE Field Placement Manual students are required to purchase. However, some points of interest are noted below.*

## *Field Placement*

Students will participate in three field placement experiences and acquire approximately 720 hours of practical experience working in settings which serve young children and their families. Students are asked to indicate the geographical location, types of settings and age groups they prefer and these preferences are taken into account when faculty are arranging individual placements. Ultimately, students are responsible for their own transportation (and the associated costs) to and from their Field Placement settings. Placement opportunities are available in child care centres, agencies serving children with special needs, family resource centres, nursery schools, junior and senior kindergarten and primary classrooms. (Students will not be placed in Board of Education settings until Field Placement III.)

Field placement III is a 35 day block placement following the Winter Break Week in Semester 4. Students who apply for placement in school board settings or other settings that observe a March Spring Break will begin their placements during the February College Winter Break. Those students will observe the March Break as opposed to the Winter Break in February. **Be aware that students who are planning to travel during their break will be affected by this change in their schedules. Students who make travel plans for the College Winter Break will not be permitted to have Field Placements in schools or other settings that observe the March Break.** All students will complete the block placement in the same time period during Semester 4.

## *Credentials*

The following documents are required for field placement and the course Field Placement Preparation. Details of submission dates will be forwarded prior to the start of classes.

- **Criminal Reference Check** (apply at a local police station and indicate **volunteer** status; student should be sure to complete the 'Vulnerable Sector' component of the application as well)
- **Entry Immunization Form**, must be completed by the student and submitted to the Health and Community Services school office.
- **Standard First Aid and CPR Level C**, (St Johns, Red Cross etc.)

## *Advance Standing*

Full time students with appropriate and sufficient experience of two years (24 months) of related employment in the ECE field may apply for advance standing for Field Placement II only - see Appendix D - Field Placement Policies.

Detailed field placement policies are clearly described in both the course outlines for **Field Placement** and **Field Placement Seminar** and the **Field Placement Information Booklet**.

**Note: Each Field Placement course has a Field Placement Seminar as a corequisite. It is not possible to pass either the Field Placement or the corequisite Field Placement Seminar alone. Credit will be granted for both courses only when full requirements for both have been met.**

**The linked courses are:**

FWK 2301 and FWKS 1301

FWK 4307 and FWKS 3301

FWK 6304 and FWKS 5301

### ***Dress Code and Professional Behaviour***

Students placed in community settings need to be aware that they are guests in these environments. They should present themselves in a manner appropriate to a member of the professional team in the setting. This includes ensuring appropriate dress (based on the accepted standard in the centre), introducing themselves to the staff, children and families and maintaining respectful interactions with them at all times, and scheduling / adhering to appropriate arrival, departure, and break times.

### ***Transportation:***

A student's residence and mode of available transportation will be considered when selecting a field placement setting. However, in order for students to have a variety of experiences in different settings, they may need to make alternative travel plans and to be responsible for the related costs. We will make an effort to accommodate students by choosing settings located near public transit lines.

### ***Absence from Placement***

In the event of absence from placement, students are responsible to telephone **both the placement setting and the Faculty Field Placement Advisor prior to beginning of their usual shift.** It is essential that the college staff member responsible for the student be informed of their absence.

### ***Faculty Field Placement Advisors***

Faculty Field Placement Advisors are those employees of the college who have been hired to provide support and advice to, and assessment of the student while s/he is placed in the community. These staff members may be full time faculty members of the ECE Program or part-time staff hired specifically for this position. The name and contact information of each student's Faculty Field Placement Advisor will be announced prior to the beginning of the placement.

### ***Evaluation***

Evaluation of the student is completed by the cooperating teacher with whom the student is placed in the community, by the Faculty Field Placement Advisor and by the individual student her/himself (self-evaluation).

### ***Student Concerns about Placement***

Students who have concerns about something that has happened in placement should first contact their Faculty Field Placement Supervisor for guidance in dealing with the concern.

# *Health Policies and Guidelines*

## **1. ENTRY IMMUNIZATION FORM**

A completed Immunization Entry Form must be on file in order to be eligible to attend the practicum placement portion of your program. No student is allowed in placement if the form remains incomplete.

The Immunization Entry Form indicates the immunizations that are legislated as requirements for hospital or nursing home placements. These forms are sent to each student at time of registration and are a requirement as a term of acceptance into the program.

The form can take up to 3-4 weeks to complete and may require more than one physician visit. If you do not have access to a physician, the Campus Health Centre can accommodate, by providing a physician to complete the form. Please call the Campus Health Centre for an appointment or with your questions regarding completion of this form.

## **2. TUBERCULOSIS SURVEILLANCE (TB/Mantoux testing)**

All first year students and new entry students are required to provide proof of TB (Mantoux) status, as a part of the Entry Immunization Form. A Two-Step Mantoux Skin Test (TB) is required. If a two step TB test has been completed in the past he/she must submit proof of this testing and a current yearly one step. If you are a known positive conversion, proof of a follow-up chest x ray must be submitted, in lieu of test.

## **3. INFLUENZA IMMUNIZATION [Flu shot]**

It is strongly recommended that students receive influenza immunization (a flu shot) each year. Proof of influenza immunization is a requirement for placement in Nursing Home, Homes for the Aged and some chronic care facilities. Please ensure you are immunized, if your placement involves one of these facilities.

If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over. This may result in a grade of Fail for the student if she/he cannot meet the learning outcomes for that rotation.

## **4. ILLNESS**

Durham College has a responsibility to the practicum agencies concerning infection control. The student is responsible for assessing his/her ability to attend practicum/field placement. When reporting off due to illness, students are to comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your professor for further direction. If medical attention or a physician's note is required please contact the Campus Health Centre or your family physician.

The following *must* be reported to the Campus Health Centre prior to attending practicum placement for consultation and advice.

1. Rashes
2. Open or weeping wounds
3. Suspected exposure to or diagnosed communicable disease. (I.e. Measles, chicken pox)
4. Conjunctivitis (pink eye)
5. Respiratory symptoms/illness
6. Gastrointestinal symptoms/illness

a) Communicable Disease Contact: If you suspect you have been in contact with a communicable disease, notify the Campus Health Centre nursing staff. Depending on the communicable disease, the staff will recommend or be required to notify other sources for preventative reasons (i.e. Hospital, Public Health Dept.) These situations are assessed on individual basis.

b) Gastrointestinal/Diarrhea: If symptoms of diarrhea persist for longer than 24 hours, follow up through the Campus Health Centre or family physician is required.

c) Respiratory: Respiratory symptoms reportable include a fever of greater than 38 degrees and a new or worsening cough or shortness of breath. Reporting through the Campus Health Centre or family physician of these symptoms is required for clearance to placement facility. (Source: Directive to All Ontario Acute/Non-Acute Care Facilities Under Outbreak Conditions, ACO-03-05. Oct. 22, 2003)

## **5. ACCIDENTAL INJURY**

Any student sustaining an injury during class or at a practicum placement must fill out a Durham College Accidental Injury Report. Forms are available from your professor, or school of study office. Any accidental injury may result in a Workers Compensation Claim. Please discuss this with your professor or Dean of your program within 24 hours of injury.

Format for Completing an Accidental Injury Report

1. Notify your practicum professor of the accident/injury immediately.
2. Complete a Durham College Accidental Injury Report within 24 hours following the injury. The report must be legible and completed by the injured person, with assistance of faculty or the Campus Health Centre.
3. If injury/accident occurs on practicum placement, also notify the placement agency of the injury, and then follow the agency's policy.

## **6. MANAGEMENT OF PERSONS WITH EXPOSURE TO BLOOD OR BODY FLUIDS**

Definition of “Exposure” exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which standard precautions apply.

### a) If an Exposure Occurs, Immediately Apply First Aid.

1. Instruct the person to press cuts or punctures of the skin to make it bleed.
2. Wash the area with soap and water
3. If eyes(s) splashed, rinse with tap water or saline with eye(s) open.
4. If mouth is affected, spit out suspected fluid and rinse with water.
5. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact.

### b) Reporting and Post-Exposure Management

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum teacher/faculty)
2. Report immediately to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up. Follow the policy of the agency in which the exposure occurred.
3. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
  - Date, time, location (agency) of exposure
  - Job duty being performed by student/staff at the time of exposure
  - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact.
  - Description of source of exposure, including of known, whether the source material contains HIV, HBV
  - Details about referral to physician for assessment/treatment (date, time, location, name of physician in emergency department)
4. Follow –up counselling and on-going evaluations by a physician can be arranged if the student does not have a physician.

## **7. TRAVEL OUTSIDE CANADA**

Please be aware that upon returning, if you are unwell, you are advised to consult with the Campus Health or Family physician. Depending on your destination and physical assessment upon your return, the staff may require stool specimens before you would be able to return to your placement setting. This is a precaution to rule out transmission of dysentery or salmonella infection. This is assessed on an individual basis.

**8. WORKERS SAFETY AND INSURANCE BOARD (WSIB)**

All students must complete a work/education agreement for workers compensation prior to commencing Practicum placement. In case of accident, students are covered by Worker's Compensation. Students who have Practicum placement with employers outside the Worker's Compensation Act will be covered by private insurance purchased by the Ministry of Education and Training. Any Accidents or injuries must be reported to the practicum professor within 24 hours of the injury, and the forms will be completed by the student with the assistance of the professor.

**THE CAMPUS HEALTH CENTRE IS LOCATED  
IN THE RECREATION AND WELLNESS COMPLEX  
ROOM G-1030**

**THE HOURS OF OPERATION:  
MONDAY – Friday 8:30 am-4:30pm**

**PHONE: 905-721-3037**  
**[www.durhamcollege.ca/campushealthcentre](http://www.durhamcollege.ca/campushealthcentre)**

## *Guidelines Related to Student Injury*

1. The student must report any injury to his/her preceptor immediately and to the professor/faculty advisor as soon as possible.
2. The agency's accident/injury report will be completed by the student with the professor/preceptor's assistance.
3. The Durham College, "Accident/Injury Report" will be completed by the student and made available to the faculty advisor on the next business day. Please refer to Forms section. School of Health Fax 905-721-3189
4. The original report is kept on file at Durham College.
5. If required, the Workplace Safety and Insurance Board [WSIB] form, "Employers' Report of Injury/Disease Form 7" will be completed by the student with the assistance of the practicum officer in the School of Health and Community Services Office at Durham College the following business day.

The WSIB form is to be completed if the work related injury has caused the student to

- Be absent from their regular work and or
- Require modified work and or
- Obtain health care

The law requires the WSIB form to be completed within 3 calendar days after the injury.

If you have any questions about whether a WSIB form should be completed call Lori Russell the practicum officer at 905-721-2000 x. 2408.

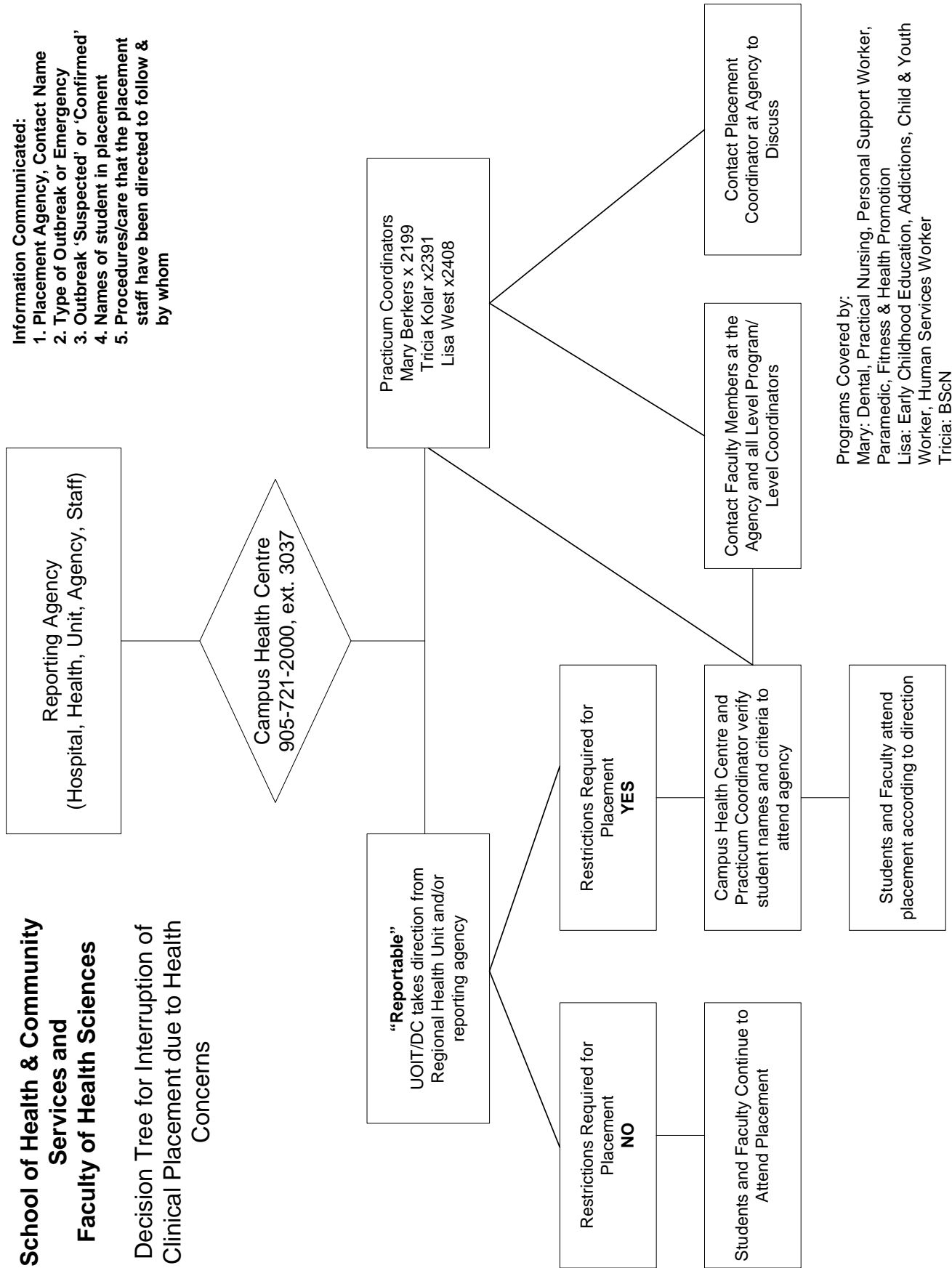
6. The student requiring emergency care will report to the Emergency Department; otherwise the student will be attended by his/her physician. The student does not utilize the hospital's employee health services when injured.

## *Workplace Safety and Insurance Board*

The student must complete a work/education placement agreement for WSIB prior to commencing the Consolidation experience. In case of accident, the student is covered by WSIB. Students who have placements with employers outside the WSIB will be covered by private insurance purchased by the Ministry of Education and Training. Any accidents or injuries must be reported to the teacher within 24 hours of the injury.

**School of Health & Community Services and Faculty of Health Sciences**

**Decision Tree for Interruption of Clinical Placement due to Health Concerns**



**Information Communicated:**

1. Placement Agency, Contact Name
2. Type of Outbreak or Emergency
3. Outbreak 'Suspected' or 'Confirmed'
4. Names of student in placement
5. Procedures/care that the placement staff have been directed to follow & by whom

Programs Covered by:  
 Mary: Dental, Practical Nursing, Personal Support Worker, Paramedic, Fitness & Health Promotion  
 Lisa: Early Childhood Education, Addictions, Child & Youth Worker, Human Services Worker  
 Tricia: BScN

# *Academic Advising - Student Liaison*

Durham College is committed to the success of every student during their educational experience. There are many resources available to support students on this journey. Academic Advising is a comprehensive service that is aimed towards meeting students' needs, increasing student satisfaction, improving retention and enhancing the quality of academic life. Each school has a **Student Liaison** to facilitate academic success. These representatives can assist students to:

- identify career goals and make sound academic decisions
- develop academic plans to promote success in the event of failed subjects or low grade point average (GPA);
- make decisions regarding full-time/part-time studies;
- review graduation requirements;
- set up academic plans with individual students upon request;
- find equivalent credits;
- transfer to another program;
- select electives and options; and
- access other college services to support student success.

While drop-ins may be possible for specific answers to short-term questions about courses, schedules, and procedures, it is advisable for students to set up one on one appointments with their Student Liaison. Appointments may be made in person or by phone. Please visit your School office for further information.

## *Your Student Liaison is:*

Name:	Nancy McGuire
Office #:	Room SW205, South Wing, Gordon Willey Building
E-mail address:	nancy.mcguire@durhamcollege.ca
Telephone:	905-721-3066
Appointment time available:	9:00 am - 4:30 pm

# Centre for Students with Disabilities

*Supporting students to REACH their full potential*

E-mail: [disabilities@durhamcollege.ca](mailto:disabilities@durhamcollege.ca)

## About the CSD

The Centre for Students with Disabilities (CSD) at Durham College provides services to students who are blind or have low vision, who are deaf or hard of hearing and those with physical, medical, psychiatric and learning disabilities. These services are designed to support students and the college in our responsibility to meet our legal obligations under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act by ensuring that we have the supports in place to allow students with disabilities to fully participate in all aspects of the academic environment. Our services are confidential.

## Registering for Accommodations

Accommodations are organized in co-operation with the student and as required, with the faculty on an individual basis. They are based on review of the medical or psycho-educational documentation completed by the appropriate medical professional or psychologist familiar with the student's particular diagnosis. The student is responsible for self identifying and submitting documentation of a permanent or temporary disability to the CSD in B297.

Assistance in obtaining the appropriate documentation may be available. Accommodations may include extra time and/or technology supports for tests and exams, assistance obtaining records of class lecture material, reduced course load, material in alternate format, assistive technology assessment and training and learning strategies.

## Things to Remember for Tests and Final Exams

In order to receive test and exam accommodations through the CSD, students **must** have completed the CSD Registration process including providing appropriate documentation. This can be a timely process – contact the CSD as early as possible.

Test Registration forms are available on our [CSD website](#) –click on Test Centre Request Forms. The Test Registration forms are also available in the CSD Test Centre (Room B216) as well as our main CSD Office (Room B297).

Completed test forms need to be submitted to the CSD Test Centre (5) business days before the scheduled test, in order to reserve a space. If a space is unavailable, the alternative may be you have to write that test with your class.

CSD Final Exam sign-up **DEADLINES** are **ALWAYS** several weeks **BEFORE** the final exam period. The deadlines as well as the CSD final exam information, explaining our online sign-up process, will be posted on My Campus each term.

It is the student's responsibility to check My Campus frequently as all important test and exam information including registration deadlines will be posted to My Campus.

The CSD may be **unable** to accommodate students who do not sign-up by the final exam sign-up deadline.

## To Find Out More About CSD Services...

For further information please call 905-721-3123, drop by at B297 to set up an appointment or visit our website at [www.durhamcollege.ca/csd](http://www.durhamcollege.ca/csd).

# Student Academic Learning Services

## *Learner Support Centre*

Student Academic Learning Services provides academic skills instruction and tutoring for students wishing to improve their academic success.

Services offered to students include:

- One-to-one appointments with our:
  - Academic Writing Specialists
  - English Second Language Specialists
  - Learning Strategies Advisors
  - Learning Skills Advisors (subject specific)
  - Peer Writing Tutors
- Academic clinics and workshops held monthly, per semester and/or at a professors' or students' request. Examples include:
  - Time management and organization
  - Note taking and reading skills
  - Test / exam preparation
  - Referencing
  - Research and essay writing
- Subject specific supports in a variety of disciplines
- College peer tutoring program
- Drop-in assistance when schedules permit
- Software tutorials in the subject areas of Math, English and Science.
- Links to online academic resources

Students are invited to visit the Centre or take a look at our website to determine the most appropriate way to make use of the services available.

Visit our website at <http://durhamcollege.ca/lsc> or drop by SW201 to learn more.

# The Library

The Library is here to help you succeed!

Stop by for help to research a topic, complete an assignment, or when you just need a quiet place to study. The Library on the north side of the Polonsky Commons and is easy to find. Both wired and wireless computer access is available along with 10 small group study rooms. Although food is not permitted in the library, drinks in covered containers are allowed and you can buy a Starbucks coffee to go at the Library Café.

Most of the Library's resources are in digital format and are available 24x7 through the Library's web page. You can access them from on or off campus by logging in with your student number and computer password. The digital resources include e-books, magazines, journals, newspapers, statistical databases.

Visit the library virtually at [www.durhamcollege.ca/library](http://www.durhamcollege.ca/library) to:

- Research a Topic,
- Find books and articles,
- Renew materials,
- Request an interlibrary loan,
- Book a group study room,
- Get online help from a librarian
- Check on the hours the library is open

Your campus photo ID card is also your library card and is required to check out books and Reserves.

The librarians work closely with your professors to provide class presentations directly linked to your assignments. Additional sessions on using specialized resources are also offered throughout the year and help is also available on the library website. You may contact the Reference staff by phone or e-mail, and you are always welcome to visit our Reference desk in person. We look forward to helping you!

Check the website for library hours.

Circulation desk (905) 721.3082

Reference desk (905) 721.2000 x. 2390

[reference@dc-uoit.ca](mailto:reference@dc-uoit.ca)

# *College Publications*

At Durham College, several publications provide the information you need before you start classes.

## ***Program Guide***

The “Program Guide” provides specific information about your program. It will describe the program of studies and give a description of each course contained in the program. The Program Guide is distributed to all students in print format and is also available on the Durham College website. It provides specific requirements, policies and procedures that are applicable to the individual program.

### *Note:*

- This guide is not intended to be a complete statement of all procedures, policies, rules and regulations at Durham College.
- The College reserves the right to change or cancel any provisions, requirements or subjects at any time.
- Student and/or Faculty Advisors will assist in planning programs, but it is the student’s responsibility to meet the requirements for certificates and diplomas.

## ***Continuing Education Course Book***

Continuing Education publishes course calendars – Fall, Winter/Spring, listing courses for credit towards Post-Secondary Programs, and personal and professional development. The same course outlines are used for full-time and Continuing Education courses.

Courses may be accessed through classroom setting, correspondence (distance education) or online courses (Internet).

If you are unable to access a day-time course (timetable conflicts, repeat of a course, etc.) or want to get a head start on your next semester, check out Continuing Education’s current course book and register at the Office of the Registrar early to ensure a seat is reserved for you.

*Please check our website for comprehensive information @ [www.durhamcollege.ca](http://www.durhamcollege.ca).*

# *Scholarships and Bursaries*

Awards, amounts and availability are subject to change at the discretion of the Student Awards office or the donor. All awards are based on information available at the time of publication.

**Application process:** Information on all scholarship, bursaries and awards for registered Durham College students including application, submission and deadline details will be posted on the DC Student tab of the MyCampus section of the College website. Students are advised to check MyCampus regularly for updates.

**Eligibility:** Students who are currently enrolled at Durham College are eligible to apply for scholarships and bursaries. Many awards have specific guidelines and students are advised to read all information about the award before applying.

**Scholarships:** Scholarships are awarded to students who have achieved academic and personal excellence. Some scholarships are awarded solely on academic performance. Others are based on a combination of academic achievement and proven personal excellence including leadership and community involvement.

**In-Course scholarships:** In-Course scholarships are awarded to returning full-time students in post secondary programs who have demonstrated academic excellence in their studies. Students must have been registered in full-time studies in the same program in consecutive years to be considered. In-Course Scholarships are solely based on GPA and no application is necessary unless otherwise noted. Recipients are notified via MyCampus e-mail.

**Awards:** Awards may be based on scholastic achievement and/or financial need. There may be other requirements for qualification such as membership in certain organization, enrollment in specific programs, leadership abilities and/or community service. Students must be in good academic standing to be considered.

**Bursary Program:** Durham College supports access to post secondary education following these principles:

- No qualified Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs.
- Students in need should have access to the resources they need for their postsecondary education.

Bursaries may be available to full time post secondary students requiring additional financial assistance to cover their educational costs. When students' personal and family resources are not sufficient to cover costs they are expected to apply for OSAP. Before applying for a bursary, students should investigate all other forms of financial assistance. Other resources may include scholarships, family support, student line of credit and part time employment.

All students must complete the online Student Financial Profile application for consideration for bursary funding. Information, application instructions and submission deadlines for the Student Financial Profile may be found on the MyCampus website under the DC Student tab. The student is notified of the application results via MyCampus email.

## ***Durham College Access Bursary Program***

This bursary is available to Ontario students offered admission to a full time, first year program at Durham College in September 2009. This program is intended to assist students with financial need.

## ***Returning Student Bursary Program***

Returning students must complete the Student Financial Profile application for consideration for bursary funding.

For further information on scholarships, bursaries and awards, please contact [studentawards@dc-uoit.ca](mailto:studentawards@dc-uoit.ca).

## ***Awards Open to Students in All Programs***

<b>Title of Award</b>	<b>Award Value (\$)</b>
Albis Award	\$500
Business & Professional Women of Durham Award – In Course (Application Required)	\$500
Campus Living Centre Residence Award	\$250
Canadian Federation of University Women Oshawa and District Award	\$500
CAW Family Auxiliary 27 Award	\$250
Durham College Access Bursary	Various amounts
Durham College Alumni Association Award	\$1200
Durham College Alumni Association Award – In Course (Application Required)	\$500
Durham College Bursary	Various amounts
Durham College Endowed Award – In Course	\$500 or \$1000
Durham College International Student Scholarship	\$1500
Durham College Scholarship – In Course	\$500 or \$1000
Durham Region Chairman's Award	\$1000
Durham Region Chairman's Scholarship	\$1000
Durham Regional Police Services Board Bursary – awarded every other year	\$1000
Fairfax Financial Holdings Ltd. Scholarship	\$3500
Garfield Weston Award	\$2500 + up
Greenbriar Foundation Award	\$1000
Harold "Pat" Dooley Bursary	\$900
International Student Emergency Bursary	Various amounts
June White Memorial Entrance Award	\$500
Lenovo (Canada) Inc. Access Awards	\$500
Lifelong Learning Award – In Course (Application Required)	\$500
Lifelong Learning Bursary	\$500
Lois and Gary Polonsky Award	\$1000
Lois Sleightholm Award	\$2000
Marjorie Elizabeth Willoughby Award	\$3000
McErlean Family Award	To be determined
Ontario First Generation Bursary	\$3000
Ontario International Educational Opportunity Scholarship	\$2500
OPG Employees' and Pensioners' Charity Trust	\$1000
Oshawa B'Nai B'Rith Lodge Scholarship	\$300
Oshawa Double B Sports Club Bursary	\$800
Retired Teachers of Ontario District 28 Award	\$500
Ross Mackie Award	\$2000
UA Local 463 Award	\$400
Wordham Family Award	To be determined
Your Student Association Award	\$400

## ***School of Health & Community Services***

Joyce Marshall Bursary	Early Childhood Education	\$1000
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## ***Convocation Awards***

Founder's Cup	\$200
Durham College Medal: Top Student – Three year Program	\$500
Durham College Medal: Top Student – Two year Program	\$500
Durham College Medal: Top Student – One year Program	\$500
Durham College Medal: Top Student – Apprenticeship Program	\$500
Governor General's Academic Medal and W. Bruce Affleck Memorial Scholarship	\$2000
President's Leadership Award	\$500



# Transfer Guide

## Turn your Durham College diploma into a degree!!

If your post-secondary school plans include a diploma and a degree, you can take advantage of many degree completion programs offered through partnerships negotiated by Durham College with many universities.

A Durham College diploma can earn you credit toward a university degree. University admissions policies and partnership transfer agreements between Durham College and a number of universities facilitate university admission for Durham College graduates from specific programs by giving credit for college study. Graduates may receive credit for several courses or for a year or more toward a university degree. These opportunities are detailed, by program, on the **Durham College Transfer Guide** [http://www.durhamcollege.ca/EN/main/programs\\_courses/transferguide.php](http://www.durhamcollege.ca/EN/main/programs_courses/transferguide.php). Look for your program name on the left hand side of the chart. Interested students looking for further information are encouraged to consult with their program faculty or the admissions office of the receiving institution.

If you do not see your program on the chart, you may find pathway opportunities and information on collaborative programs, articulation agreements and credit transfers between Ontario universities and colleges available on the Ontario College University Transfer Guide website at [www.ocutg.on.ca](http://www.ocutg.on.ca).

Durham College Program	Transfer Institution	Transfer Degree	Minimum College Average Required	Details	Further Information
<b>Any Two Year Diploma</b>	Carleton University	Bachelor of Arts	3.0 GPA	5 transfer credits awarded	<a href="http://www.carleton.ca">www.carleton.ca</a>
	Nipissing University	Bachelor of Arts	B average	Maximum of 18 credits awarded, 3 courses	<a href="http://www.nipissingu.ca">www.nipissingu.ca</a>
	University of Ontario Institute of Technology	Bachelor of Commerce (Honours)	80%	after completion of bridging program, entry into yr 3 of 4	<a href="http://www.uoit.ca">www.uoit.ca</a>
	Griffith University	Bachelor of Arts/ Bus/ Com/ Criminology/ Environmental/ Info Tech/ Eng/ Human Services/ Photography/ Journalism	65%	Maximum of 1.5 years advanced standing	<a href="http://www.griffith.edu.au/credit">www.griffith.edu.au/credit</a> Apply to <a href="mailto:info@komconsultants.com">info@komconsultants.com</a> by October 1 for February entry
	University of Western Sydney	Relevant Bachelor's Degree	GPA 2.6	1.5 yrs advanced standing. Degree completion in 1.5 years	<a href="http://www.uws.edu.au/international">www.uws.edu.au/international</a> or <a href="mailto:info@komconsultants.com">info@komconsultants.com</a>
<b>Any Three Year Diploma</b>	Carleton University	Bachelor of Arts	70%	7 transfer credits awarded	<a href="http://www.carleton.ca">www.carleton.ca</a>
	Nipissing University	Bachelor of Arts	70%	Max. of 30 credits awarded, 5 courses	<a href="http://www.nipissingu.ca">www.nipissingu.ca</a>
	University of Ontario Institute of Technology	Bachelor of Commerce (Honours)	80%	after completion of bridging program, entry into yr 3 of 4	<a href="http://www.uoit.ca">www.uoit.ca</a>
	Griffith University	Bachelor of Arts/ Bus/ Com/ Criminology/ Environmental/ Info Tech/ Eng/ Human Services/ Photography/ Journalism	65%	Maximum of 2 years advanced Standing	<a href="http://www.griffith.edu.au/credit">www.griffith.edu.au/credit</a> Apply to <a href="mailto:info@komconsultants.com">info@komconsultants.com</a> by October 1 for February entry
	Laurentian University	Bachelor of Arts	B	Max of 54 credits awarded toward a total of 90 for degree completion	<a href="http://www.laurentian.ca">www.laurentian.ca</a>
	University of Western Sydney	Relevant Bachelor's Degree	GPA 2.6	2 yrs advanced standing. Degree completion in one year	<a href="http://www.uws.edu.au/international">www.uws.edu.au/international</a> or <a href="mailto:info@komconsultants.com">info@komconsultants.com</a>

<b>Child and Youth Worker</b>	Ryerson University	Bachelor of Arts-Child and Youth Care	70% (B average)	possible entry into year 3 of 4	<a href="http://www.ryerson.ca">www.ryerson.ca</a>
	Athabasca University	Bachelor of Professional Arts - Human Services Major		72 transfer credits awarded toward a total of 120 for degree completion	<a href="http://www.athabascau.ca">www.athabascau.ca</a>
	University of Western Sydney	Bachelor of Education		Graduates of this program may be eligible for up to 120 credit points toward the degree	<a href="http://www.uws.edu.au/international">www.uws.edu.au/international</a>
	Brock University	Bachelor of Arts in Child and Youth Studies (honours)	75%	Graduates of this program who are accepted as transfer students into the Child and Youth Studies program at Brock will be granted 4 transfer credits upon entrance and may apply for an additional 3 transfer credits after completing a further 11.5 credits toward the 20 credit BA in Child and Youth Studies	<a href="http://www.brocku.ca">www.brocku.ca</a>
<b>Dental Hygiene</b>	Athabasca University	Bachelor of Health Administration		42 transfer credits awarded toward a total of 90 for degree completion	<a href="http://www.athabascau.ca">www.athabascau.ca</a>
	University of Ontario Institute of Technology	Bachelor of Allied Health Sciences	GPA of 2.7 on a 4 point scale	Durham College graduates from Dental Hygiene may receive up to 57 advanced credits (19 courses) towards the 120 credit hour (40 courses) honours degree. Students may choose to specialize in health administration, health information management or adult education.	<a href="http://healthsciences.uoit.ca">http://healthsciences.uoit.ca</a>
<b>Early Childhood Education</b>	Ryerson University	Bachelor of Arts- Early Childhood Education Program	6 grade 12 U/M credits, 70% in ECE program, plus 3-1 semester Univ liberal studies courses	entry into year 3 of 4 year program Completion: 2 years	<a href="http://www.ryerson.ca">www.ryerson.ca</a>
	Athabasca University	Bachelor of Professional Arts		60 transfer credits towards 120 degree credits	<a href="http://www.athabascau.ca">www.athabascau.ca</a>
	Nipissing University	Bachelor of Arts	3.0 GPA	maximum 30 credits awarded toward 90 degree credits	<a href="http://www.nipissingu.ca">www.nipissingu.ca</a>
	Griffith University	Bachelor of Human Services		degree completion in 3 semesters	<a href="http://www.griffith.edu.au/credit">www.griffith.edu.au/credit</a> Apply to <a href="mailto:info@komconsultants.com">info@komconsultants.com</a> by October 1 for February entry
<b>Fitness and Health Promotion</b>	University of Guelph-Humber	Bachelor of Applied Science in Kinesiology	75%	Graduates may receive up to 5 transfer credits and may enter into a May semester before continuing with four additional semesters of study.	<a href="http://admission.guelphhumber.ca">admission.guelphhumber.ca</a> Contact: Jonathan Christie at 416-798-1331 ext. 6277

<b>Human Services Worker</b>	Athabasca University	Bachelor of Professional Arts		60 transfer credits towards 120 degree credits	<a href="http://www.athabascau.ca">www.athabascau.ca</a>
	Griffith University	Bachelor of Human Services		degree completion in 3 semesters	<a href="http://www.griffith.edu.au/credit">www.griffith.edu.au/credit</a> Apply to <a href="mailto:info@komconsultants.com">info@komconsultants.com</a> by October 1 for February entry
	Ryerson University	Bachelor of Social Work	'B' average	Advanced standing to third year of program - completion of some university liberal studies courses required	<a href="http://www.ryerson.ca">www.ryerson.ca</a>
	Brock University	Bachelor of Arts (honours) with a major in Psychology	75%	Graduates of this program who are accepted as transfer students into the BA (psych) program at Brock will be granted 3.0 transfer credits toward a 20-credit degree. After completing 12.5 credits at Brock, students can then apply for 2.0 further transfer credits	<a href="http://www.brocku.ca">www.brocku.ca</a>
<b>Paramedic and Advanced Care Paramedic</b>	University of Ontario Institute of Technology	Bachelor of Allied Health Sciences	GPA of 2.7 on a 4 point scale	Durham College graduates from the Paramedic program may receive up to 57 advanced credits (19 courses) towards the 120 credit hour (40 courses) honours Bachelor of Allied Health Sciences. Students may choose to specialize in health administration, health information management or adult education.	<a href="http://healthsciences.uoit.ca">http://healthsciences.uoit.ca</a>
<b>Practical Nursing</b>	University of Ontario Institute of Technology	Bachelor of Science in Nursing (Honours)	70%	bridge courses required to year 2	<a href="http://healthsciences.uoit.ca">http://healthsciences.uoit.ca</a>
		Bachelor of Allied Health Sciences	GPA of 2.7 on a 4 point scale	Durham College graduates from Practical Nursing may receive up to 57 advanced credits (19 courses) towards the 120 credit hour (40 courses) honours Bachelor of Allied Health Sciences. Students may choose to specialize in health administration, health information management or adult education.	<a href="http://healthsciences.uoit.ca">http://healthsciences.uoit.ca</a>

# Program of Studies

PROGRAM OF STUDY 2009/2010

SCHOOL OF HEALTH &  
COMMUNITY SERVICES

13-Jul-09

-WEEKLY  
BREAKDOWN-

## EARLY CHILDHOOD EDUCATION

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. LAB		ALT. FIELD	
					HRS	HR	DEL	PLMT.
								HRS
<b>SEMESTER 1</b>								
CHILD DEVELOPMENT I		CHLD 2300			3	0		
COMMUNICATION TECHNIQUES		COMM 2301			2	0		
CURRICULUM DEVELOPMENT I		CURR 1501			4	0		
INTRODUCTION TO ECE PRACTICES		ECE 1301			3	0		
<b>G</b> ELECTIVE		ELEC			3	0		
FIELD PLACEMENT PREPARATION		FWKP 1302			1	0	0	
WELLNESS FOR CHILDREN		HLTH 1305			2	0		
<b>G</b> INTRODUCTION TO PSYCHOLOGY		PSYC 1000			3	0		
					<b>21</b>	<b>0</b>	<b>0</b>	
<b>SEMESTER 2</b>								
GUIDANCE OF THE YOUNG CHILD		CHLD 1302			3	0		
OBSERVING THE YOUNG CHILD		CHLD 1303	CHLD 2300		CHLD 3300	2	0	
CHILD DEVELOPMENT II		CHLD 3300	CHLD 2300		CHLD 1303	4	0	
CURRICULUM DEVELOPMENT II		CURR 2501	CURR 1501			4	0	
FIELD PLACEMENT I		FWK 2301	ECE 1301 CURR 1501 CHLD 2300 FWKP 1302		FWKS 1301	0	0	16
FIELD PLACEMENT SEMINAR I		FWKS 1301			FWK 2301 CHLD 1303	1	0	
					<b>14</b>	<b>0</b>		<b>16</b>
<b>SEMESTER 3</b>								
INTRODUCTION TO EXCEPTIONALITIES		CHLD 3303	CHLD 3300			3	0	
CURRICULUM DEVELOPMENT III		CURR 3501	CURR 2501			4	0	
FIELD PLACEMENT II		FWK 4307	FWK 2301 CURR 2501 CHLD 1302 CHLD 1303		FWKS 3301 CURR 3501	0	0	16
FIELD PLACEMENT SEMINAR II		FWKS 3301			FWK 4307	1	0	
SUPERVISION & ADMINISTRATION		MGMT 2309	ECE 1301			3	0	
<b>G</b> INTRODUCTION TO SOCIOLOGY		SOCI 1000				3	0	



***EARLY CHILDHOOD EDUCATION***

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. HRS	LAB HR	ALT. DEL.	FIELD PLMT. HRS
<b><i>SEMESTER 4</i></b>								
PREV & IDENT OF CHILD ABUSE	3	CHLD 3302	FWK 2301		6	0		
ROLE OF THE PROF. IN ECE	3	ECE 2302	ECE 1301 FWK 2301		4	0		
WORKING WITH PARENTS	3	ECE 3301	FWK 2301		6	0		
PHILOSOPHIES OF ECE	3	ECE 4300	ECE 1301 CHLD 3300 CHLD 1302 FWK 2301		6	0		
FIELD PLACEMENT III	4	FWK 6304	FWK 4307 CURR 3501 CHLD 1302 CHLD 1303 CHLD 3300	FWKS 5301	0	0		40
FIELD PLACEMENT SEMINAR III	4	FWKS 5301		FWK 6304	1	0		
					<b>23</b>	<b>0</b>		<b>40</b>

**NOTES:**

**ELE - ELECTIVE -** Students may take one or many subjects, depending on the requirements of their program. **ELET** - represents a typical subject load and IS included in the total hours per week, to reflect the total hours per week required.

**OPT1/OPT2/OPT3 - OPTIONS -** Students choose subjects. **OPT1** subjects are included in total hours per week.

**G - GENERAL EDUCATION -** Subjects marked at the left margin with G are "General Education" subjects.

# *Early Childhood Education Program Plan*

<b>SEMESTER ONE SEPT. 8, 2009 – DEC. 17, 2009</b>	
<b>YEAR ONE</b>	<b>YEAR TWO</b>
ECE 1301 Introduction to Early Childhood Ed. PSYC 1000 Introduction to Psychology CHLD 2300 Child Development I CURR 1501 Curriculum Development I HLTH 1305 Wellness for Children COMM 2301 Communication Techniques FWKP 1302 Field Placement Preparation Elective	CHLD 3303 Introduction to Exceptionalities CURR 3501 Curriculum Development III MGMT 2309 Supervision & Administration SOCI 1000 Introduction to Sociology FWK 4307 Field Placement II FWKS 3301 Field Placement Seminar II
<b>CHRISTMAS BREAK DEC. 18, 2009 – JAN. 5, 2010</b>	
<b>SEMESTER TWO - JAN. 6, 2010 - APRIL 16, 2010</b>	
<b>YEAR ONE</b>	<b>YEAR TWO</b>
CHLD 1302 Guidance of the Young Child CHLD 1303 Observing the Young Child CHLD 3300 Child Development II FWK 2301 Field Placement I FWKS 1301 Field Placement Seminar I CURR 2501 Curriculum Development II	<b>Part I - Jan. 6, 2010 - Feb. 20, 2010</b> CHLD 3302 Prevention & Identification of Child Abuse ECE 2302 Role of the Professional ECE 3301 Working with Parents ECE 4300 Philosophies of Early Childhood Ed.
<b>WINTER BREAK FEB. 22, 2010 – FEBRUARY 26, 2010</b>	
<b>as above</b>	<b>Part II – March 1, 2010 – April 16, 2010</b> FWK 6304 Field Placement III FWKS 5301 Field Placement Seminar III <b>Note:</b> <b>Students in settings affected by the Board of Education March Spring Break will start FP on Feb. 23, 2009 (College Winter Break Week) and be off when the settings are closed for their March Spring Break.</b>

# Course Descriptions

## *Semester 1*

### **CHILD DEVELOPMENT I CHLD 2300**

This course provides a comprehensive introduction into the principles and study of human development. Topics include research methods and design, the contexts and theories of development, and the sequence of development from conception to birth. Students examine the development of the child during the first two years of life.

### **COMMUNICATION TECHNIQUES COMM 2301**

In this course, students develop the communication skills needed to succeed at college and in the workplace. Students research and write a formal research paper using the MLA method and then present it in class. Special emphasis is placed on understanding academic integrity and avoiding plagiarism.

### **CURRICULUM DEVELOPMENT I CURR 1501**

Students learn the principles and guidelines educators use to design developmentally appropriate and inclusive programs for young children. Special emphasis is placed on the roles of play, creativity and literacy in curriculum development to address all areas of children's physical, psychosocial and cognitive development. Students explore curriculum components and plan

experiences for children up to age two.

### **INTRODUCTION TO ECE PRACTICES**

#### **ECE 1301**

This course helps students understand early childhood education from historical, theoretical, practical and political points of view. Identification of the needs of young children and their families helps students understand and evaluate existing child-care services and determine the early childhood educator's role.

### **FIELD PLACEMENT PREPARATION**

#### **FWKP 1302**

In order to begin Field Placement I, it is important that students understand the responsibilities they must undertake in order to be successful. Students need a clear understanding of the evaluation process and the tasks to be completed. Field Placement Preparation gives students the tools and background necessary to begin their first field placement experience.

### **WELLNESS FOR CHILDREN HLTH 1305**

Students will be introduced to the three major areas of children's wellness, health care, safety and nutrition. Theory and practice are combined to offer the student a working knowledge of children's wellness issues and an

opportunity to practice some of the elements required for the effective care and nurturance of young children.

### **INTRODUCTION TO PSYCHOLOGY PSYC 1000**

This course introduces students to the vocabulary and principles of psychology. Students are encouraged to develop an understanding of the basic principles of human behaviour and gain insight into how and why people think, learn and behave. Other topics include research methods, physiology, perception, learning, memory, motivation, consciousness and social psychology.

## *Semester 2*

### **GUIDANCE OF THE YOUNG CHILD CHLD 1302**

Students learn about the social and emotional needs of young children and examine the role of adults and how the physical environment affects young children's behaviour. Positive ways of dealing with children's behaviour are explored.

### **OBSERVING THE YOUNG CHILD CHLD 1303**

Students use direct observation to gather information about young children. As well, students apply what they learn in this class by observing children's behaviour in child-care settings.

**CHILD DEVELOPMENT II  
CHLD 3300**

This course continues the study of the principles of human development. Part one introduces students to the “play years” (from two to six); part two examines the “middle years” (seven to 11); and part three studies the adolescent period of life (12-20).

**CURRICULUM  
DEVELOPMENT II  
CURR 2501**

This course continues the study of the principles of human development. Part one introduces students to the “play years” (from two to six); part two examines the “middle years” (seven to 11); and part three studies the adolescent period of life (12-20).

**FIELD PLACEMENT I  
FWK 2301**

This is a supervised ECE field experience that students undertake in an assigned setting. Students are expected to demonstrate beginning ability in all performance areas related to facilitating children’s growth and development.

**FIELD PLACEMENT SEMINAR I  
FWKS 1301**

This course is a combination of individual and group sessions with students and their field placement supervisors. The sessions help students gather and share placement experience information.

*Semester 3*

**INTRODUCTION TO  
EXCEPTIONALITIES  
CHLD 3303**

This course introduces students to special education, inclusive education and the principles and methods of meeting individual needs. Students explore the major categories of exceptionality and how they can meet the needs of children with exceptionalities and their families. Child Development I (CHLD 2300) is a prerequisite.

**CURRICULUM  
DEVELOPMENT III  
CURR 3501**

Students design developmentally appropriate and inclusive programs for preschool and school-aged children. Emphasis continues on the roles of inclusiveness, play, creativity and literacy in curriculum design, which addresses children’s physical, cognitive and psychosocial development. Cognitive development in the areas of science, math, literature and construction is emphasized.

**FIELD PLACEMENT II  
FWK 4307**

This supervised ECE field experience takes place in an assigned setting. The field placement helps students demonstrate increased competence in all performance areas. CURR 2501 and FWK 2301 are prerequisites.

**FIELD PLACEMENT SEMINAR II  
FWKS 3301**

This course is a combination of individual and group sessions with students and their field placement supervisors. The sessions help students gather and share placement experience information.

**SUPERVISION &  
ADMINISTRATION  
MGMT 2309**

This course is designed to give students an understanding of the administrative procedures and the supervisory functions required to operate a child care program. Emphasis will be placed on the development of technical and interpersonal skills that ensure an efficient operation.

**INTRODUCTION TO  
SOCIOLOGY  
SOCI 1000**

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people’s lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

## ***Semester 4***

### **PREVENTION & IDENTIFICATION OF CHILD ABUSE**

#### **CHLD 3302**

This course introduces students to the subject of child abuse—what it is, why it happens, and what the indicators and consequences of abuse are. Students will also learn about the educator's role in preventing, identifying and treating child abuse. Throughout the course students are exposed to current research, audiovisuals and case studies. This information will help students to make informed decisions about reporting abuse. FIELD PLACEMENT I (FWK 2301) is a prerequisite.

### **ROLE OF THE PROFESSIONAL IN ECE**

#### **ECE 2302**

This course focuses on the professional and ethical responsibilities of early childhood educators. Students explore issues and develop strategies to determine the nature of their professional responsibilities. Introduction to ECE (ECE 1301) is a prerequisite.

### **WORKING WITH PARENTS**

#### **ECE 3301**

This course is designed to assist students in working effectively with parents. The dual role of parents as a resource and client will be examined. In addition, the role of child care as a resource and support system to families will be identified.

### **PHILOSOPHIES OF ECE**

#### **ECE 4300**

Students examine various philosophical approaches to early childhood education to help them develop and articulate their own philosophies. Topics include historical and current factors in the development of theoretical perspectives and the comparison of radically different theories in early education approaches.

### **FIELD PLACEMENT III**

#### **FWK 6304**

In consultation with faculty, students choose an ECE placement setting that meets the student's needs and interests. As well, students demonstrate consistent competence and comfort in all performance areas. FWK 4307 and CURR 3501 are prerequisites.

### **FIELD PLACEMENT SEMINAR III**

#### **FWKS 5301**

This course is a combination of individual and group sessions with students and their field placement supervisors. The sessions help students gather and share placement experience information.