



School of Health and Community Services
2014-15

Early Childhood Education

PROGRAM GUIDE

INDEX

WELCOME STUDENTS

| | |
|---|---|
| Welcome from Dean and Associate Dean | 2 |
| Welcome from Vice-President, Academic | 3 |

PROGRAM SPECIFIC INFORMATION

| | |
|--|----|
| Contact Information for Dean, Associate Dean, Office Staff, Program Coordinator..... | 4 |
| Field Placement (program specific) | 5 |
| Health Policies..... | 9 |
| Program Information | |
| program description..... | 12 |
| program learning outcomes..... | 13 |
| Program of Studies..... | 15 |
| Program Specific Academic Policies | 17 |

ADDITIONAL IMPORTANT INFORMATION

| | |
|--|----|
| Academic Advising – Student Advisor | 25 |
| Academic Integrity | 25 |
| Aegrotat..... | 25 |
| Centre for Students with Disabilities | 26 |
| Continuing Education | 26 |
| Course Outlines..... | 26 |
| Credit Transfer Information..... | 26 |
| Durham College Vision and Values | 27 |
| Essential Employability Skills..... | 27 |
| General Education..... | 27 |
| Important Dates | 27 |
| Learning Management System Usage | 28 |
| Library | 28 |
| Missed Final Examinations..... | 28 |
| Pathways to Degrees | 29 |
| Prior Learning Assessment and Recognition (PLAR) | 29 |
| Requirements for Promotion..... | 29 |
| Scholarships, Bursaries and Awards..... | 30 |
| Student Academic Learning Services (SALS) | 30 |
| Student Communications | 30 |
| Student Rights and Responsibilities | 30 |

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 <http://www.durhamcollege.ca> for the most current information.

Welcome Students

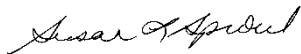
A Message from the Dean and Associate Dean

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.

Sincerely,



Susan Sproul, RN, BScN, MScN
Dean,
School of Health & Community Services

Sincerely,



Carol Burke, R.D.H., B.Ed
Associate Dean
School of Health & 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. Supporting our mission that the student experience comes first, Durham College is committed to providing students with quality learning experiences and support in finding fulfillment in education, employment and lifelong learning.

Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience. 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 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.

I wish you much success with your studies.

A handwritten signature in cursive script that reads "Judy Robinson".

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.

| | | | |
|---------------------------------|-------------------|-----------|--|
| Dean | Susan Sproul | Ext. 2249 | susan.sproul@durhamcollege.ca |
| Associate Dean | Carol Burke | Ext. 2125 | carol.burke@durhamcollege.ca |
| Administrative Coordinator | Carol Connor | Ext. 2375 | carol.connor@durhamcollege.ca |
| Documentation Officer | Michelle Osborne | Ext. 3601 | michelle.osborne@durhamcollege.ca |
| Student Advisor | Cheryl Lovisa | Ext. 6586 | cheryl.lovisa@durhamcollege.ca |
| Office Administrative Assistant | Sara Donner | Ext. 2944 | sara.donner@durhamcollege.ca |
| Placement Officer | Stephanie Thomson | Ext. 2408 | stephanie.thomson@durhamcollege.ca |
| Coordinator – Year 1 | Janice Beechey | Ext. 2422 | janice.beechey@durhamcollege.ca |
| Coordinator – Year 2 | Tracey Hull-Gosse | Ext. 2560 | tracey.hull-gosse@durhamcollege.ca |

School of Health & Community Services Office

SW106 – Gordon Willey Building

Telephone: 905.721.3038

Fax: 905.721.3189

Website: <http://www.durhamcollege.ca/academic-schools/school-of-health-community-services>

Health & Wellness Centre

G127 (Main Campus) 905.721.3037

The above individuals may be contacted by dialing directly 905.721.2000, followed by the appropriate extension.

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 623 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.

Conflict of Interest

Students are required to self-identify any conflict of interest they may have in their assigned field placement. Notification must be made in writing to the Placement Officer if the student has:

- Relatives or friends who are employed or volunteer (in any capacity) at a placement agency site;
- An employment or volunteer relationship at a placement agency site;
- Any other affiliation with a placement agency site which could place them in a position of conflict of interest while attending placement.

Field placement III is a 35 day block placement following the Winter Break Week in Semester 4. Students who are interested in completing an alternate placement (eg. Board of Education) must complete an application form indicating their interest. Eligibility for an alternate placement is a privilege and requires a multi-step approval process before it will be granted. 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)

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011 the following reflects the current procedures and regulations of the RCMP with regard to the Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society. As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four months.

This is an excerpt from the RCMP web site: <http://www.rcmp-grc.gc.ca/cr-cj/vulner/faq-eng.htm>

- **Entry Immunization Form** must be completed by the student and submitted to the Health & Community Services school office.
- **Current Standard First Aid and annual CPR Level C**, (St Johns, Red Cross etc.)

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

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

Students must have a GPA of 1.8 to be eligible to take FWK 4307 and FWKS 3301. To take FWK 6304 and FWKS 5301 students must have a 2.0 GPA.

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.

Smoking Policy

If an agency has a no smoking policy on their property and you choose to leave the property to smoke, potentially in the event of an injury, WSIB may not respond.

Appropriate Cell Phone Use

The use of cell phones and/or personal digital devices is not permitted during programming time. Students who persist in using these devices may be asked to leave placement. Emergency use of cell phone technology may be negotiated with the cooperating teacher and/or supervisor.

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 illness, students are responsible to telephone **the placement setting and contact the Faculty Field Placement Advisor** prior to beginning of shift, if they are unable to attend. **Leave messages for Faculty Field Placement Advisor as per instructions given.**

Bereavement

Up to three days for immediate family members with documentation from funeral service provider.

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 forwarded to the students.

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

If a student has concerns about something that has happened in placement, it is the student's responsibility to contact their Faculty Field Placement Advisor for guidance in dealing with the concern.

Health Policies and Guidelines

1. ENTRY IMMUNIZATION FORM

An approved Entry Immunization Form (EIF) must be on file with your practicum/placement officer to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved. These forms are made available to students following registration and acceptance into a program and must be approved as a condition of acceptance into placement.

Completion of the form may take up to 4 weeks to complete and may require more than one visit to your health care provider. If you do not have access to a healthcare provider or you do not have any records of your past vaccination status, the Campus Health Centre can assist you complete your form. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 9:00 am - 4:30 pm. 905-721-3037 www.durhamcollege.ca/campushealthcentre

Completion of an “Informed Consent for Immunization Exemption” must be provided to your placement officer if you are requesting exemption from any immunizations on the EIF form. These forms are available through a nursing appointment in the Campus Health Centre. Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

2. TUBERCULOSIS SURVEILLANCE (TB skin testing)

All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray which is less than 1 year old, must be submitted along with documentation of the positive test result.

3. INFLUENZA IMMUNIZATION (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. 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.

4. ILLNESS

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer for further direction.

Contact your healthcare professional or make a medical appointment thru the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours.
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath.

5. 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 measures.

1. 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. Follow the policy of the agency in which the exposure occurred.
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up.
4. 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.
5. Details about any referral for assessment/treatment.
 6. Follow – up counselling and on-going evaluations by a physician can be arranged if the student does not have a physician.

6. TRAVEL OUTSIDE CANADA

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment thru the Campus Health Centre.

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, school boards and agencies devoted to the education and 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 are 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 on-line courses. This means that ECE courses taken at Durham College are fully transferable between the full-time and Continuing Education.

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 early learning and 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.

Early Childhood Education Vocational Standard

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

The graduate has reliably demonstrated the ability to:

1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's and groups of children's observed abilities, interests and ideas.
2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.
4. Establish and maintain responsive relationships with individual children, groups of children and families.
5. Assess, develop and maintain safe, healthy and quality early learning environments which met the requirements of current legislation, agency policies and evidence-based practices in early learning.
6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
7. Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
8. Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
9. Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
10. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

(Ontario Ministry of Training, Colleges and Universities. Vocational Standard for Early Childhood Education. Toronto: Government of Ontario, December 2012)

EARLY CHILDHOOD EDUCATION

| COURSE NAME | MOD | CODE | PREREQUISITE | COREQUISITES | LECT | LAB | ALT. DEL. | FIELD PLMT |
|-------------------------------------|-----|-----------|--|---|-----------|----------|-----------|------------|
| | | | | | HR | HR | HR | .HRS |
| SEMESTER 1 | | | | | | | | |
| CHILD DEVELOPMENT I | | CHLD 2300 | | | 3 | 0 | 0 | |
| COMMUNICATION TECHNIQUES | | COMM 2301 | | | 2 | 0 | 0 | |
| CURRICULUM DEVELOPMENT I | | CURR 1501 | | | 4 | 0 | 0 | |
| INTRODUCTION TO ECE PRACTICES | | ECE 1301 | | | 3 | 0 | 0 | |
| FIELD PLACEMENT PREPARATION | | FWKP 1302 | | | 1 | 0 | 0 | |
| G GENERAL EDUCATION ELECTIVE | | GNED 0000 | | | 3 | 0 | 0 | |
| G GENERAL EDUCATION ELECTIVE | | GNED 0000 | | | 3 | 0 | 0 | |
| WELLNESS FOR CHILDREN | | HLTH 1305 | | | 2 | 0 | 0 | |
| | | | | | 21 | 0 | 0 | |
| SEMESTER 2 | | | | | | | | |
| GUIDANCE OF THE YOUNG CHILD | | CHLD 1302 | | | 3 | 0 | 0 | |
| OBSERVING THE YOUNG CHILD | | CHLD 1303 | CHLD 2300 | CHLD 3300 | 2 | 0 | 0 | |
| CHILD DEVELOPMENT II | | CHLD 3300 | CHLD 2300 | CHLD 1303 | 3 | 0 | 0 | |
| CURRICULUM DEVELOPMENT II | | CURR 2501 | CURR 1501 | FWK 2301 | 4 | 0 | 0 | |
| FIELD PLACEMENT I | | FWK 2301 | ECE 1301 CURR 1501 CHLD 2300 FWKP 1302 | FWKS 1301 CURR 2501 CHLD 1303 | 0 | 0 | 0 | 196 |
| FIELD PLACEMENT PREPARATION 2 | | FWKP 2302 | FWKP 1302 | FWK 2301 FWKS 1301 | 1 | 0 | 0 | |
| FIELD PLACEMENT SEMINAR I | | FWKS 1301 | | FWK 2301 | 1 | 0 | 0 | |
| | | | | | 14 | 0 | 0 | 196 |
| SEMESTER 3 | | | | | | | | |
| INTRODUCTION TO EXCEPTIONALITIES | | CHLD 3303 | CHLD 3300 | | 3 | 0 | 0 | |
| CURRICULUM DEVELOPMENT III | | CURR 3501 | CURR 2501 | | 4 | 0 | 0 | |
| FIELD PLACEMENT II | | FWK 4307 | FWK 2301 CURR 2501 CHLD 3300 FWKP 2302 | CHLD 1302 CHLD 1303 FWKS 3301 CURR 3501 | 0 | 0 | 0 | 182 |
| FIELD PLACEMENT SEMINAR II | | FWKS 3301 | | FWK 4307 | 1 | 0 | 0 | |
| G GENERAL EDUCATION ELECTIVE | | GNED 0000 | | | 3 | 0 | 0 | |
| SUPERVISION & ADMINISTRATION | | MGMT 2309 | ECE 1301 | | 3 | 0 | 0 | |
| | | | | | 14 | 0 | 0 | 182 |

EARLY CHILDHOOD EDUCATION

| COURSE NAME | MOD | CODE | PREREQUISITE | COREQUISITES | LECT . | LAB HR | ALT. DEL. HR | FIELD PLMT .HRS |
|-----------------------------|-----|-----------|------------------------------|--------------|-----------|-----------|--------------------|-----------------------|
| SEMESTER 4 | | | | | | | | |
| PREV & IDENT OF CHILD ABUSE | 3 | CHLD 3302 | FWK 4307 FWKS 3301 | | 6 | 0 | 0 | |
| ROLE OF THE PROF. IN ECE | 3 | ECE 2302 | FWK 4307 FWKS 3301 | | 4 | 0 | 0 | |
| WORKING WITH PARENTS | 3 | ECE 3301 | FWK 4307 FWKS 3301 | | 6 | 0 | 0 | |
| PHILOSOPHIES OF ECE | 3 | ECE 4300 | FWK 4307 FWKS 3301 | | 6 | 0 | 0 | |
| FIELD PLACEMENT III | 4 | FWK 6304 | FWK 4307 CURR 3501 FWKS 3301 | FWKS 5301 | 0 | 0 | 0 | 245 |
| FIELD PLACEMENT SEMINAR III | 4 | FWKS 5301 | | FWK 6304 | 1 | 0 | 0 | |
| | | | | | 23 | 0 | 0 | 245 |

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.

Durham College

Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to:
<http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>

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 two copies of the Academic Integrity, one will go to the student and one will be retained by the coordinators.

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.**

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.

Social Media

At no time may a student post anything related to faculty, staff, other students, classes or field placement on social media.

Preparation of Assignments

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

- Plain, unlined paper, not 3 hole punched
- APA format cover page
- Double-spaced
- Single-sided
- Margins – left, right, top, bottom
- Stapled
- Typed
- A “Reference” page with all resources cited in correct APA 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 – APA 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.

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. Send an e-mail to the professor to let her/him know you have submitted an assignment to the drop box outside SW106.

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.
- Turn off and store your cell phone during the test.
- 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.
- 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, or email.

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.

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.

Requests Re-Grades: Students are expected to keep track of their own marks using DC Connect. All marks are posted by faculty. Requests for information regarding marks will not be answered via e-mail.

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 Durham College e-mail address which they should check daily.

Communication between students and faculty via e-mail is limited to the DC Mail system. Durham College faculty do not use or reply to personal e-mail addresses.

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 problem solving 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 Advisor.

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.

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.

Early Childhood Education Program Plan

| | |
|---|--|
| SEMESTER ONE Sept. 3 – Dec. 5, 2014 | |
| YEAR ONE | YEAR TWO |
| ECE 1301 Introduction to ECE Practices 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 SOCL 1000 Introduction to Sociology FWK 4307 Field Placement II FWKS 3301 Field Placement Seminar II |
| CHRISTMAS BREAK Dec. 15, 2014 – Jan. 2, 2015 | |
| SEMESTER TWO - Jan. 5 – Apr.17, 2015 | |
| YEAR ONE | YEAR TWO |
| 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 | Part I - 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. |
| WINTER BREAK Feb. 23 – 27, 2015 | |

Academic Advising - Student Advisors

Each school provides a student advisor(s) to help you reach your full academic potential. These representatives can assist you with: accessing other college services; developing academic plans to promote success in the event of failed subjects or a low GPA; finding equivalent credits; identifying career goals and making sound academic decisions; making decisions regarding full- and part-time studies; reviewing graduation requirements; selecting electives and options; setting up academic plans; or transferring to another program. To view contact information for your Student Advisor, please visit:

<http://www.durhamcollege.ca/student-experience/helping-you-succeed/academic-support-resources/academic-advising>

Academic Integrity

Academic integrity refers to the pursuit of scholarly activity in an open, honest and responsible manner. Acts that undermine academic integrity, such as plagiarism, cheating and misrepresentation of work, contradict Durham College's core values.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of his or her efforts. Durham College has purchased a license with Turnitin.com, an online service to detect unoriginal work and citation errors. The Academic Integrity Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>) provide a comprehensive explanation of Durham College's expectations regarding academic integrity.

Aegrotat

Aegrotat refers to a 'compassionate pass' in a course in which, due to **emergency circumstances** related to health and wellness, a student was unable to complete all of the evaluation requirements. Emergency circumstances that may warrant the designation of an Aegrotat include, but are not limited to: injury, illness and/or bereavement. Documentation supporting the request for an Aegrotat designation may be required.

The awarding of an Aegrotat credit is noted in a student's transcript as AEG and is therefore not included in the calculation of a student's grade point average. A student shall receive Aegrotat standing only once in a five year period.

Further information about Aegrotat standing can be found in the Aegrotat Policy and Procedure documents, please visit the following link: <http://www.durhamcollege.ca/academicpolicies>

Centre for Students with Disabilities

The Centre for Students with Disabilities (CSD) at Durham College provides services to students with disabilities to ensure that equal access is available to all aspects of the academic environment. These services are designed in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Our services are confidential. Please visit the following link to view valuable information regarding the CSD:

<http://durhamcollege.ca/student-experience/helping-you-succeed/centre-for-students-with-disabilities>

Continuing Education Course Book

If you are unable to access a day-time course (timetable conflicts, wish to repeat a course, etc.) or want to get a head start on your next semester, discuss your options with your Student Advisor. To view comprehensive information regarding Continuing Education offerings, please visit the following link:

<http://www.durhamcollege.ca/academic-schools/school-of-continuing-education>

Course Outlines

For each course, a Course Outline that describes course learning outcomes, course content, learning activities, evaluation methods, timelines and support resources is available online. 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: <http://www.durhamcollege.ca/mycampus>

Please visit the following link to view the Course Outlines Policy and Procedure documents: <http://www.durhamcollege.ca/academicpolicies>

Credit Transfer Information

Durham College is dedicated to helping you build upon your previous education. If you have studied previously at Durham College or another recognized post-secondary institution, you may be eligible to receive credit for the courses you have successfully completed. Please view the following link for credit transfer information: www.durhamcollege.ca/credittransfer

Durham College Mission, Vision and Values

Our mission, vision, values were created to help ensure the success of our students, staff and faculty. Please view our guiding principles at the following link:

<http://www.durhamcollege.ca/about-us/corporate-links/governance/mission-vision-and-values>

Essential Employability Skills

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. Please view the following link for further information:

<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>

General Education

The Ministry of Colleges and Universities requires all Ontario college students enrolled in a 2-year Ontario College Diploma or a 3-year Ontario College Advanced Diploma program to successfully complete three or more General Education (GNED) courses prior to graduation. For more information about GNED course selection, a full listing of GNED electives (with course descriptions), and how to receive GNED credits for prior post-secondary studies, please visit the General Education website at: <http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education>

Important Dates

Durham College strives to keep you informed of all important dates throughout the academic year. Please review the 2014-2015 important dates that includes fee payments, web registration, add/drop, exam dates etc. You can find this information online, in the Durham College handbook and on MyCampus. Please review MyCampus for important updates and reminders on important dates.

Learning Management System Usage (LMS)

Professors are expected to use LMS or DC Connect to support student learning. As per the Learning Management System Usage procedure, faculty will post and reveal all marks to their students on an ongoing basis. To view the LMS Usage Policy and Procedure, please visit the following link: <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>

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. You may visit the library virtually at <http://www.durhamcollege.ca/library> or to view information regarding locations, hours, and more, please visit the following link: <http://www.durhamcollege.ca/student-experience/learning-spaces/library/about-the-library>

Missed Final Examinations

A final examination is a discretely designed assessment administered in Week 15 of a 14 week semester. Students who, as a result of **non-emergency circumstances**, miss one or more final examinations during a single examination period may be eligible to apply to defer/reschedule the writing of these assessments.

To be eligible, students must have no less than a cumulative 1.5 GPA, apply for consideration using the appropriate forms and pay a fee. This privilege can only be used by a student 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.

For more details, students should speak with their Student Advisor or review the Missed Final Examination Policy and Procedure documents at the following link: <http://www.durhamcollege.ca/academicpolicies>

Pathways to Degrees

Continue your post-secondary journey and leverage your Durham College education to earn additional credentials. To learn how you can further your education, visit www.durhamcollege.ca/pathways or check out the Durham College Transfer Guide at www.durhamcollege.ca/transferguide. Additional information regarding transferring between institutions in Ontario can be found at www.ontransfer.ca.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the process you can use to gain college credit(s) for learning and skills acquired through previous experiences. This may include workplace training, life experiences, self-directed study, community work, travel, hobbies and military service. By using the PLAR process, you may be able to complete a college certificate or diploma program in less time. Please view the following link for PLAR information:

<http://www.durhamcollege.ca/wp-content/uploads/plar.pdf>

Requirements For Promotion

Evaluation and Promotion:

Academic courses are evaluated using a variety of methods such as tests, essays, labs, written or verbal assignments, in-process activities, group work and/or final examinations. The evaluation criteria for each course are noted in its 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 (<http://www.durhamcollege.ca/academicpolicies>) for a complete overview of grading and promotion practices.

Academic Probation:

Students who are not progressing satisfactorily according to criteria published in their respective program guides may be placed on academic probation, at the discretion of the school Dean or designate. Such students may be allowed to continue their studies on a Letter of Permission (an academic student contract) which will specify conditions which must be met to continue in their programs. Students who do not meet the conditions of their academic probation may be required to withdraw from full-time studies.

Students must have a cumulative program G.P.A. between 1.5 to 1.99 to continue under academic probation.

Refer to Field Placement Policies regarding Academic Probation and Field Placement.

Scholarships, Bursaries and Awards

The Financial Aid and Awards office provides students with options to help fund their educational costs. To view valuable information, please visit the Financial Aid and Awards [Web Site](#).

Student Academic Learning Services (SALS)

The Student Academic Learning Services Centre helps Durham College students to achieve their academic goals. Academic supports include: peer tutoring, learning skills services, writing skills services, English language services, and subject specific supports for math, science, and business. Please visit the following link to view valuable information regarding SALS including how to register for 24/7 online access to SALS academic resources:

<http://durhamcollege.ca/student-experience/helping-you-succeed/student-academic-learning-services-sals>

Student Communications

Durham College is committed to communicating important information to you. Please view the following link to reference a comprehensive chart indicating specific vehicles. For example, social media, DC website, DC Mail, MyCampus, DC Connect, and more: http://www.durhamcollege.ca/wp-content/uploads/DCCares_StudentMatrix_v5.pdf

Student Rights and Responsibilities

A policy and procedure is in place which articulates the rights and responsibilities of students at Durham College, and provides a framework for addressing non-academic misconduct by students. To view the Student Rights and Responsibilities Policy and procedure, please visit the following link: <http://www.durhamcollege.ca/academicpolicies>