

Early Learning and Childcare

Student Handbook

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Contents

Welcome and Introduction	4
About Our Faculty	4
About the Early Learning and Childcare Program (ELCC)	6
Keyano College ELCC Diploma Program Outcomes:	7
Delivery Models.....	9
Practicum Based Learning	9
The Courses	10
Student Responsibilities	12
General Considerations.....	14
Intellectual Dishonesty.....	15
Respect for Individual Rights.....	15
Discrimination and Harassment.....	15
Students with Disabilities	16
Challenges	16
Dealing with Issues.....	16
Self-care – Finding the Balance	19
College Level Communication Expectations	21
Written Communication.....	21
Basic Writing.....	21
American Psychological Association (APA) Guideline	23
Spelling and Word Usage	23
Classroom Etiquette	25
Punctuality.....	27
Preparedness.....	27
Attendance.....	27
Attention	28
Participation	28
Respect.....	29
Personal Decorum.....	30
Services and Resources	32
The Student Association of Keyano College (SAKC)	33
History	33
Instructor and Student Program Expectations.....	35

Other Information and Useful Tips	36
Feedback	36
Student/Instructor Relationship.....	37
Course Outlines/Syllabus	37
Convocation and Graduation	37
Tips	38
References.....	40
Confidentiality Statement	43
KEYANO COLLEGE – CHSD CONFIDENTIALITY AGREEMENT.....	44
STUDENT HANDBOOK AGREEMENT	45
KEYANO COLLEGE EARLY LEARNING AND CHILDCARE PROGRAM PHOTO/VIDEO RELEASE AGREEMENT	46
PERSONAL DECLARATIONS FOR CHSD STUDENTS.....	47
Sexual Misconduct Policy.....	48
Assignment and Grade Expectations	49
Practicum Placement Safety Policy.....	50
Practicum Policy	51
Practicum Seminar Policy	51

Welcome and Introduction

Welcome to Keyano College's Early Learning and Childcare Program. We are pleased that you have chosen to start your Early Childhood Education career with us. This handbook was developed to provide both an overview of the program as well as information that will assist in your success in the program. Please take the time to review this document in its entirety before you begin your program. **This is your first reading assignment!**

About Our Faculty

Arlene Starkes, Dean of the School of Health and Human Services

Alexis Teske, Human Services Chair

Krista Lloyd-Michaud, Full Time Faculty

Chirleen Wisdom – Drysdale, Full Time Faculty

Dr. Chinwe Ogolo, Full Time Faculty

Laura Niven, Full Time Faculty

Stacy Zhou, Full Time Faculty

Harman Kaur – Contract Faculty

Sally Abbas – Contract Faculty

Dolly Mehra – Contract Faculty

Mya Penney – Contract Faculty

Sharlene Bueckert - Contract Faculty

Amanda Lebreux-Jennings – Contract Faculty

Keyano College

Vision

Keyano educating to change lives.

Mission

In partnership with industry and community, develop a relevant workforce and leaders of tomorrow, in a safe learning environment that embraces equity, diversity, and inclusivity (EDI).

Keyano Human Services – ELCC

Vision

To aspire to excellence in Human Services education through collaborative partnerships, scholarly activity, and innovative programming. Educating to change lives and produce caring, competent, and ethical human services practitioners prepared to meet the challenges inherent in our community.

Mission

Human Services programs will represent and strengthen the Social Work, Educational Assistant, and Early Learning and Childcare professions within the Regional Municipality of Wood Buffalo by providing graduates who will have the capacity to serve the region and, in that service, become agents of positive social change.

Philosophy

Early Learning and Childcare courses are based on a philosophy that children thrive in developmentally appropriate, child-centered play programs that use a problem-solving approach to guidance. Practical experience with children is an integral part of the program. The Early Learning and Childcare Diploma provides students with the knowledge, skills, and competencies to pursue professional, supervisory positions in childcare. Study involves an ongoing forum of networking with other experienced early childhood professionals and projects tailored to students' specific interests and requirements. Continuous intake is available on a Full-time or Part-time basis, with programming delivery offered in an alternative format (face-to-face and/or synchronous and asynchronous online) to accommodate working childcare worker schedules. Study is also available through evening classes and day classes when space allows. Graduates are employed primarily in daycare centers, preschools, Out-Of-School care (OSC) and family day homes.

About the Early Learning and Childcare Program (ELCC)

The ELCC program provides the skills and credentials needed to work in the childcare field. Students will learn how to create child-centered play programs, guide children's behavior, and motivate children to learn in the childcare setting. The program teaches best practices for childcare at each stage of a child's development.

The one-year program prepares students for Level II certification from the Government of Alberta. This will help students provide quality childcare in a variety of settings. Knowledge of child development, family dynamics, play, and program planning will equip students to support the healthy development of children.

The two-year diploma program is an upward step from the ELCC Certificate program and provides students with the knowledge, skills, and competencies to pursue supervisory positions in childcare settings. A combination of theory and practice prepares students to work in this field.

The workload of the ELCC program is demanding and the expectations are high.

Keyano College ELCC Diploma Program Outcomes:

Upon completion of the program, the graduate will reliably demonstrate the ability to:

- design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests, and ideas.
- establish and support inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
- 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.
- establish and maintain responsive relationships with individual children, groups of children and families.
- assess, develop, and maintain safe, healthy, and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
- prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
- identify, select, and apply relevant legislation, regulations, Canadian Childcare Federation (CCCF) Code of Ethics, policies, and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments, within the context of the Alberta ELCC Curriculum Framework.
- apply a developing personal philosophy of early learning in accordance

with ethical and professional standards of early childhood education practice.

- 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.
- 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.
- plan and implement Aboriginal early learning curriculum, programs and environments that promote children's, families, and communities' knowledge of and respect for Aboriginal peoples and their cultures.
- guide young children's development of positive appropriate behaviors, by implementing developmentally appropriate strategies to support a child's self-regulation, resulting in enhanced self-esteem.
- enhance pedagogical leadership, across a diverse range of settings, through the application of appropriate mentorship/coaching strategies focused on early learning curriculum and pedagogy.

Delivery Models

Our courses are primarily delivered face-to-face and Mid-flex. Our lectures include guest speakers, discussion groups, videos, group and individual assignments, and experiential learning exercises to convey content. Every course incorporates technology with the use of the platform Moodle.

Common Delivery Models across Keyano Programs

In Person – offered in person (face to face) on campus

HyFlex – A course delivery that allows learners to choose at any given time throughout the course their preferred method of participation by attending in person (face to face) or virtually

Midflex – This method of delivery is similar to Hyflex however, with a schedule of **in person assessment dates** to be shared with students on the first day of class.

Online – Offered in an online setting. Course may have a weekly schedule (Sections INTA or ITA2 for asynchronous delivery or INTS or ITS2 for synchronous delivery)

Synchronous Delivery – delivered at a scheduled date and time every week.

Asynchronous Delivery – to be completed at the student's pace with no assigned date and time requirement.

Practicum Based Learning

Practicum based learning is a form of experiential learning, which focuses on students being placed in a childcare setting. The student practicum allows students to apply theory to practice within the context of working as a professional in a childcare placement. Through this learning approach, students will also come to understand how play, co-inquiry learning, children's development, and guiding children's behavior is put into practice. This type of learning is critical in the development and successful training of an entry-level

childcare worker. Practicum based learning introduces the student to the field of childcare.

The Courses

Early Learning and Child Care Program Plan – Certificate Program

Term 1		ID	Description
	1	CHSD 101	Child Development I
	2	CHSD 104	Guiding Children’s Behavior
	3	CHSD 105	Personal Development and Interaction
	4	ELCC 106	Learning Through Play
	5	ELCC 110	Practicum
	6	ELCC 125	Practicum I Seminar
	7	ENGL 100	Written Composition
8	ELCC 123	Creative Experience	
Term 2		ID	Description
	1	CHSD 201	Child Development II
	2	ELCC 102	Language and Literacy in ELCC
	3	ELCC 116	Health, Safety, and Nutrition
	4	ELCC 206	Planning Through Play
	5	ELCC 210	Practicum II
6	ELCC 225	Practicum II Seminar	
Term 3		Exceptionality Best Practice Specialized Certificates (Choose three 1 credit course from the same specialization)	CHSD 212: Exceptionality I Brain/Cognitive CHSD 213: Exceptionality II Physical/Medical CHSD 214: Exceptionality III Introduction to communication Disorders CHSD 215: Exceptionality IV Behavioral Disorders (may not be offered every year)
		Communication Best Practice Specialized Certificates (Choose three 1 credit course from the same specialization)	CHSD 223: Working with EAL Children CHSD 224: Working with Children with Autism Spectrum Disorder CHSD 225: Working with Communication Disorder
		School-Age Best Practice Specialized Certificates (Choose three 1 credit course from the same specialization)	EA 217: Adolescents in the Classroom (2022)- Only EA’s CHSD 218: Supporting Student with Severe Emotional/ Behavioral Challenges CHSD 219: Supporting Students with Mental Health Concerns CHSD 220: School Age care

		Childhood Studies Best Practices Certificate	Students choose three 1 credit courses from two of the specialization's offered above
Term 4		ID	Description
	1	ELCC 330	Ecology of the Family
	2	ELCC 331	Understanding Children's Behavior
	3	ELCC 332	Inclusion in Child Care Settings
	4	ELCC 333	Environments & Programming
	5	ELCC 334	Practicum III
	6	ELCC 335	Practicum III Seminar
Term 5		ID	Description
	1	ELCC 340	Anti-Bias Education in Child Care
	2	ELCC 341	Child Care Organization and Administration
	3	ELCC 342	Supporting Children & Families in Indigenous Contexts
	4	ELCC 343	Interpersonal Relationships, Ethics & Team Dynamics
	5	ELCC 344	Practicum IV
	6	ELCC 345	Practicum IV Seminar
Term 6		ID	Description
	Choose one of the courses below		
	1	ELCC 350*	Infant and Toddler Care
	2	ELCC 351*	School Age Care

*Please refer to the Keyano College Credit Calendar for course descriptions.

Student Responsibilities

1. The student has the responsibility to respect the rights of fellow students, faculty, staff, administrators, and other persons associated with the College.
2. The student has the responsibility to respect other people's right to health, security, personal preferences, and freedom of expression and to be familiar with the Individual Rights Policy of Keyano College.
3. The student has the responsibility to refrain from threatening a subject or subjecting any person to physical, verbal, mental or sexual harassment including any indignity, injury, violence, or unfair accusation.
4. The student has the responsibility to observe College and relevant government regulations, policies, and procedures regarding responsible conduct within the College environment including conduct toward students, faculty, staff, administrators, and property.
5. The student has the responsibility to be conversant with course content and organization, course methodology and course evaluation methods even when he/she is absent from classes.
6. The student has the responsibility to respect the faculty member's right to determine course content, course objectives, methodology, and evaluation.
7. The student has the responsibility to respect the faculty member's right to set deadlines for assigned work, to expect assignments to be submitted at the times specified and to establish penalties for failure to comply with deadlines. The student has the responsibility to familiarize him/herself with the expected times and methods used to convey results of assignments, examinations or other evaluations or decisions and to know the timelines set for appeal of the same.
8. The student has the responsibility to conduct him/herself in an

appropriate manner and to dress in a manner that reflects the safety requirements of the course consistent with the health and safety practices of his/her chosen field of study.

9. The student has the responsibility to refrain from unduly disturbing, disrupting, or otherwise interfering with studies, laboratories, lectures, work or other activities of fellow students or staff.
10. The student has the responsibility to familiarize him/herself with academic regulations, graduation requirements, and/or program completion requirements.
11. The student has the responsibility to communicate with faculty members or counsellors to attempt to resolve academic and/or personal problems he/she may encounter.
12. The student has the responsibility to know the consequences of plagiarism, fraud, deceit and/or other forms of academic and non-academic dishonesty.
13. The student has the responsibility to know and to comply with college policy as well as the policy of any employer, or host organization of practicum or clinical activities when the student is involved in placement, site visit, co-op, or clinical placement on that employer's work site.

General Considerations

- Faculty has the right and responsibility to provide course outlines, careful evaluation, and timely assignment of appropriate grades.
- There is a presumption that grades assigned are correct. Should you choose to appeal a grade, it is your responsibility to demonstrate otherwise.
- In the absence of compelling reasons, such as instructor or clerical error, prejudice, or capriciousness, the grade assigned by the instructor is to be considered final.
- It is recognized that in many courses there are no right or wrong responses and there are often multiple points of view and interpretations among students, faculty, authors, and recognized experts.
- Faculty and students must maintain respect for the dignity of the other party. In instances where this does not occur, those involved should consult the College's Discrimination and Harassment Policy

Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

(b) parts of the work are taken from another source without reference to the original author,

(c) the whole work (e.g., an essay) is copied from another source, and/or,

(d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

(University of Calgary, Academic Calendar)

Intellectual Dishonesty

As a responsible member of the academic community of Keyano College, you are expected to take an active role in encouraging other members to respect the basic standards of intellectual integrity. If you suspect a violation of intellectual integrity by another student, make the suspicion known to the instructor. If you suspect a violation of academic integrity by the instructor, make the suspicion known to the Dean.

Within the Childhood Studies Program, there is zero tolerance for intellectual dishonesty.

Respect for Individual Rights

Any interference on the personal liberty of another person, or any conduct that subjects another person to any indignity or personal violence is forbidden. This includes harassment, sexual harassment, initiation ceremonies or any activity involving physical violence, hazing, personal indignity, or the destruction of personal or institutional property. The College is not responsible for any accident, illness, or destruction of any kind resulting from such unauthorized activities.

Discrimination and Harassment

Discrimination and harassment violate fundamental rights, personal dignity, and personal integrity. Keyano College is committed to a healthy, harassment-free environment and will not tolerate discrimination or harassment of its employees and students. If you have a complaint because of harassment, contact the College Counsellor to discuss your situation in confidence.

Students with Disabilities

There are many categories of disabilities including physical, sensory, medical, learning disabilities and communication impairments. Working with Disabilities Support Services, we will find ways to work towards your success in the ELCC program. We must, however, acknowledge that not all needs can be accommodated in this field and that while we may be able to make certain concessions in the program, these concessions will not likely be available in the workplace. For example, while the services of a scribe might be available to take notes in the classroom, it is unlikely that a scribe would be available to an individual in the workplace to do case notes or to complete reports. Social work might not be the best fit for someone in this situation. The Disabilities Support Services staff can assist in determining if your learning goals are realistic and, if so, to help access resources to support those goals.

Challenges

Dealing with Issues

For any issues that you might experience, it is important to first attempt to deal with the problem at the source. For example, if you are having a problem with another student you are encouraged to first try and resolve the problem directly with that individual. Similarly, if you are having a problem with one of your instructors, you need to first talk to the instructor about the problem. Having done this, and not accomplishing a favorable outcome, you can then move up the line. If you are having problems with classmates, you need to speak to the instructor of the class. If you are having problems with an instructor, speak to the program coordinator, program chair or dean. If you have an issue that you feel has not been appropriately addressed by the dean, the next level would be the Vice President of Academics. If you have problems with your program or schedule, speak to the coordinator or an academic advisor. The Students Association and the college counsellor are also valuable resources to help with various issues. One of the models that you will learn in the social work program is the 'problem solving model.' You are encouraged to apply this model to situations that arise in your personal life.

Procrastination

“If you want to make an easy job seem mighty hard, just keep putting off doing it.” -Olin Miller

One of the biggest challenges that many students struggle with is procrastination. This is a form of self-induced stress which causes a lot of anxiety and contributes to disappointing grades. Procrastination refers to the inability to complete projects on time due to habitual delaying. August John Hoffman (2008) states, that procrastination is less about inherent skill or ability and more about organization, time management and goal setting. He believes that procrastination is a phenomenon that is rapidly becoming one of the most significant issues in preventing individuals from achieving their goals.

Just wanting to complete a project is not enough to do a respectable job. Individuals must plan and organize their time effectively to give ample time to complete the best work possible. Only when individuals organize, and plan properly can they avoid unnecessarily delaying their project or engaging in procrastination.

There are several reasons for procrastination. One of the main reasons people engage in procrastination is an inaccurate perception of the amount of time required to complete an important project. Some people are overly ambitious and take on too many things, not giving themselves enough time or energy to successfully complete all their tasks. These individuals are often the same ones that are the perfectionists whose work can never be finished because they believe it can always be improved upon. Other people are easily distracted, have difficulty focusing on a task, and can find numerous other things to do rather than what they should be doing. These individuals will often say “I work best under pressure” or use other rationalizations to justify what is more likely to be a lack of self-discipline. Another type of procrastinator is the one who has not set high standards for themselves – the “underachiever”. These are the ones that might say “I only need to pass,” so rather than aspire to do their best work they aspire to achieve the minimum requirement. This is not acceptable in our field - or any other profession! It would not be assuring to know that your doctor had set his or her standards to the minimal requirements – nor should our clients have confidence in an

ELCC educator whose goals were to achieve the minimum standard! The other type of procrastinator is the person who looks at a project from the fatalist/defeatist perspective, telling him or herself “I can’t do it.” This is not very productive self-talk.

As much as people are responsible for their procrastination, they are also responsible for overcoming it. It requires realistic planning and time management, and positive thinking. Hoffman (2008) identifies the three P’s of preventing and solving procrastination: Planning, Prioritizing and Performing. Planning out your projects means that you have identified exactly what needs to be done; prioritizing your projects means that you have identified when each project is going to be done; and performing each project means engaging in the task itself and accomplishing the goals you have set. It is often useful to break assignments and projects down to smaller parts – they are less daunting this way and seem more manageable in smaller pieces.

“You may delay, but time will not.” -Benjamin Franklin

Self-care – Finding the Balance

“There’s no better way to energize your body, mind, and spirit than by taking care of yourself.” Stephanie Tourles

Contrary to what many people believe, self-care is not something you do when you are exhausted and no longer able to function effectively. Self-care is about avoiding this outcome. People in the helping professions often seem to have difficulty with this. It is common to put the needs of others before their own needs. Burnout rates are quite high in our profession primarily because people have ignored their self-care and have not been able to find the balance between work and personal wellbeing. Most people will say that there are simply not enough hours in a day, and not enough days in a week to do everything that needs to be done. The reality is that there is only a limited amount of time – so we need to manage it the best that we can. Your physical and emotional health should not suffer because you are pursuing further education. And while it is true that you must modify your life to accommodate school and assignments, you cannot forsake everything that you find relaxing and fun. It is all about balance.

Many students also have competing demands for their time. Family and friends often struggle when you are no longer as available as you were before or when roles change. You might want to consider negotiating with your family at the start of the semester what your time will look like – if you have been a parent who has had most of the domestic responsibilities at home you may want to negotiate with the other people in your family the distribution of the work. If you have children or other family members who have grown accustomed to you being available to them ‘on demand’ you might want to set up boundaries around these demands.

With your friends, you might ask them for their support and understanding. As mentioned earlier, this course requires much work. There are readings and multiple assignments. You might want to forewarn your friends that you will not be available the same as you were before. It might be useful to set up a schedule of when you can see them.

You need to recognize that your time and energy are limited. Set priorities, plan, and be mindful of what you need to do to take care of yourself. A balanced diet, exercise and sleep are important. So is relaxing and laughter.

Again, it is all about balance!!

“Laughter is good for thinking because when people laugh, it is easier for them to admit new ideas to their minds.”

His Holiness Tenzin Gyatso, the 14th Dalai Lama

College Level Communication Expectations

Written Communication

Proficient writing skills are imperative for ELCC. Every position requires an Early Childhood Educator to demonstrate writing skills through reports, assessments, summaries, letters, memos, and proposals. Written communication is necessary to identify facts and information clearly and accurately. Your experience in the ELCC program will give you many opportunities to practice your writing. Every writing assignment is an opportunity to improve your writing skills. It is important to identify the areas where you need to develop your skills and to conscientiously focus your attention on improving them. ***It is highly recommended to seek assistance from the Academic Success Centre as student as who take advantage of this support frequently do better in their graded assignments.***

As a student in the ELCC program, you will be asked to ‘critically write’, which depends on your ability to critically think and read. Critical reading requires you to go beyond the literal level of words to evaluate content. It requires you to take apart and analyze ideas and to look at how each part is related to the whole. You must evaluate the logic of the supporting evidence and to understand the audience and purpose of the text. Once you have critically read and thought about a text, you will be able to write about it in a critically meaningful way.

Basic Writing

All writing has a purpose, exists in a context, and is directed toward an audience. In most of your classes your ‘audience’ (those who will be reading your work) will be your instructor and or classmates. It might also include a committee evaluating an essay you write for a scholarship application or a potential employer reading your cover letter for a job for which you have applied. The purpose of your writing may be to inform, persuade, evaluate, summarize, or to discuss. The context of your writing may come from the assignment description. You may have a specific number of pages to write and

been given directions as to the style used to write. Some contexts may encourage you to include ‘the personal’ in your writing while others require you to write as an objective reporter of facts or to write as an interpreter providing an analysis of the topic presenting your insights and opinions. Before you begin to write, you need to clearly understand to whom you are writing, why you are writing, and in what context.

Writing happens in stages. It begins when you prepare to write. This includes researching your topic and outlining your paper. After preparing the topic comes writing a draft. This is followed by revising, which is more than just proofreading for grammar and punctuation errors. Revising involves evaluating your own writing and making changes to improve the focus, organization, tone, and format. Sometimes this requires you to go back and do more research. Writing is a process that takes time. Plan and give yourself enough time to be successful in your writing. Every paper needs to have a clearly defined introduction, body, and conclusion. There should be smooth transitions between topics and paragraphs. Sentence structure and paragraph formation need to be correct. You must also be mindful to use correct grammar and punctuation. The expectation is that you are writing at a college/university level.

American Psychological Association (APA) Guideline

In the Early Learning and Child Care program, all papers, unless the instructor gives other directions, must follow APA guidelines. APA clearly presents how to format a paper, how to reference sources of information, identify quotes, and use grammar.

The library has information on using APA. There are numerous books and handouts on APA available throughout the College and on the internet. The Academic Success Centre can also assist you in using APA formatting.

If you are not familiar with writing in APA style, one of the first pieces of research that you must do is on how to write an APA paper. Most assignments have some marks designated for following APA guidelines.

Spelling and Word Usage

Although several programs allow for both Canadian and American spelling of words, in the Early Learning and Child Care program, you are expected to use Canadian spelling. Many of you will have programs on your computers which automatically change spelling to American or will identify Canadian spelling of some words as being incorrect. You must either get a Canadian dictionary on your computer or adapt to this to override these programs manually.

Common examples of this are: behaviour/ behavior colour/ color counselling/ counseling humour/ humor neighbour/ neighbor

In formal papers you should also avoid using contractions. Use 'do not' not 'don't' or 'I have' not "I've".

English is a very confusing language as we have several words that sound identical yet have very different meanings. These words are usually spelled differently. It is important to use the correct spelling to indicate the correct intention of the word. Some examples of words that are often confused are:

affect	effect
a part	apart
counsellor	councilor
here	hear
It's (it is)	Its (possessive)
meat	meet
patience	patients
their	there / they're
threw	through
two	too / to
weather	whether
which	witch
whose	who's
your	you're

Do not use 'should of', it is 'should have'.

Another challenge that some people have is the tendency to use words that are not words. The following are not words – and should not be used:

agreeance
alot (it is two words 'a lot')
conversate
irregardless
supposeably (it's supposedly)

"The difference between the right word and almost the right word is the difference between lightning and a lightning bug." ~Mark Twain

Classroom Etiquette

The ELCC program at Keyano College is committed to teaching excellence, to fostering an environment of personal and professional growth and development for students, and to maintaining high academic standards. We believe that the study of early learning is important and deserves respect of those who teach it and from students who study it. Respect for one another and for the ideas and values of others are essential in an environment for learning social work. With this, all members of this environment are expected to participate in a manner that ensures continued development and improvement of the overall academic experience and commitment to the profession.

Students are expected to act maturely and practice interpersonal skills essential to a professional in this field. The classroom should be a learning environment in which faculty and students are not distracted by disruptive behavior. This section on classroom etiquette was developed to promote a classroom culture based on respect for the social and physical environment. The goal is to promote an environment that is conducive to learning and maximizes the learning potential of all students. The purpose of this information is to assist students in understanding proper classroom behavior and to outline the behavior that is expected from developing professionals. This serves as a 'code of conduct' for all ELCC students.

Many students struggle in a new learning environment. College is a very different learning environment than high school. Students may have to work harder and seek additional help to succeed. This is also true for those students who are coming to college after having been out of school for several years. If a student is having academic difficulty, it is important for them to seek assistance immediately and not to wait until the problem becomes overwhelming. Students are encouraged to discuss with their instructor any problems that they are experiencing with a course.

It is important to recognize that students are responsible for their education. There is a myth among some students that because they pay tuition, they deserve to receive credit for the class. This is not the case. Whether a student receives credit for class depends on their willingness to listen, ask appropriate questions, do the readings, take notes, examine personal values and beliefs, accept, and integrate feedback, and do the work necessary to pass the course.

A key factor in achieving success in the program is related to classroom etiquette. There are some basic principles that apply to classroom etiquette: punctuality, preparedness, attendance, attention, participation, respect, and personal decorum.

Punctuality

Students are expected to arrive for class on time. This means that students should be in the classroom and ready to start at the scheduled time – not just arriving at that time. Students should have their books unpacked before the class begins.

Preparedness

Students who forget their pencils, pens, paper, books, test materials etc. usually waste class time. Students who have not completed their homework and/or assigned readings often ask questions that could have been answered had they completed their assignments. They also may have difficulty following material covered in the lecture that relates to assigned readings. Assignments on time must be submitted according to due dates. The course outline will identify the due dates for all assignments. Use this information to plan your work. Students who wait until the last minute to do their work usually achieve lower grades and are more likely to miss deadlines. Students who plan and work on assignments in advance are in better positions to deal with unforeseen problems such as computer malfunctions. *(It is a good idea to save all your work in two locations).*

Attendance

Students are expected to attend all classes throughout the semester. If circumstances arise that a student cannot attend class, the student should notify the instructor. If a student misses a class, it is the student's responsibility to obtain materials and notes covered in class that day. It is also good practice, when possible, to inform the instructor in advance when you may have to arrive late or leave early. If you arrive late to class, sit down quietly at the first available space nearest the entrance. If you must leave early sit near the exit to minimize the disruption that your departure will cause the class. **All CHSD courses have attendance requirements.**

Attention

Although you may have become quite adept at multi-tasking, the reality is you cannot pay full attention if you are engaged in other activities. Cell phones and other electronic devices (notebooks excepted) must be placed in the 'off' mode during class time. If you are receiving calls, placing calls, or sending and receiving text messages, not only are you not learning, but you are interfering with the other students' right to learn. Earphones are only allowed for those who require them to augment hearing. Students need to stop talking when class starts – it is rude and disruptive to engage in personal conversation during class. Reading newspapers, magazines, or textbooks from other courses, working on homework for another class, doing crossword puzzles, playing games, focusing on personal social calendars or grocery lists, or engaging in any other personal diversions unrelated to class activity is equivalent to engaging in personal conversations - equally as rude and disruptive. Focus on the here and now – do not dwell on your last class or what is happening at home. Take notes. Be mindful of your body language – scowling, slouching, sleeping, yawning or overt expressions of boredom draw attention. All are distracting and should not be done in a polite society. The classroom provides many opportunities to practice the attentive listening skills needed to develop to work with children. Wait until class is over before you start to pack your books away. You cannot attend if you are watching the clock and preparing to leave.

Participation

Participation in class is more than continuously offering opinions. It is also about actively listening to the opinions of others. It is necessary to keep comments appropriate and not to dominate other students' opportunities to learn by asking too many questions or monopolizing class time. Participation is important and encouraged, but if one student dominates, either in terms of time or opinions expressed, others cannot participate in discussions. If you feel that you have not had adequate time to express an opinion or to ask a relevant question, do not hesitate to approach your instructor after class. Conflicting opinions among class members are respected and responded to professionally. Be patient and courteous to other students when they make a

statement or ask a question, even if the subject is not of interest to you or the answer is obvious to you. Side conversations or other distracting behaviors should not be engaged in during class discussions, lectures, or presentations. Key to success in the CHSD profession is the development of listening skills.

Respect

Freedom of speech and expression is valued not only throughout society but also in the academic setting. It is especially important in the classroom. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. Freedom of speech encourages the expression of opinions and ideas but does not give license to anyone to be disrespectful towards others. Offensive comments, language or gestures are not part of a respectful classroom environment. Language and actions that are sexist, racist, homophobic or, in any other way, demeaning or degrading to another person or group of people is unacceptable. Respect is also demonstrated through behaviors. Many people have sensitivities and allergies to colognes and perfumes – the classroom is a very confined space – you need to be mindful of this and avoid wearing fragrances.

It is also important to show respect for the physical and social environments. If you make a mess (for example if you spill coffee or drink) clean it up. Do not use the floor as a trash bin. Pick up after yourself – throw garbage away. If you bring a cafeteria tray into the classroom – take it back to the cafeteria after class. If your neighbor forgets, do it for them. Do not write or doodle on walls or desktops – use paper.

Politeness and respect are part of professional conduct. Within the College community it is important to respect all policies.

Personal Decorum

Personal decorum is proper behavior and good order. It is propriety of manner or conduct; grace arising from suitableness of speech and behavior to one's own character, or to the place and occasion; decency of conduct; seemliness; that which is seemly or suitable (Webster's Revised Dictionary).

If you must eat in class, be mindful of how distracting candy wrappers, sandwich wrappers and chips can be to your classmates. How one dresses and conducts him or herself leaves an impression of professional suitability. Good personal hygiene and cleanliness are typically positive indicators of a stable personality. Students should avoid wearing clothes with slogans or phrases that could be seen as offensive or inappropriate. Although the classroom is an informal setting, students should be mindful that the way they dress is part of what formulates the opinions others will have on them. Unless medically necessary, sunglasses should not be worn in the classroom.

Students are seen as ambassadors and representatives of the CHSD program and of Keyano College. It is important that behavior in and out of the classroom reflects a positive image on the program and the college. Be mindful that the message on your voicemail will reflect who you are as a professional. Ask yourself how your voice mail message might be perceived by a potential employer, a colleague, or even a client. What does your email address say about you? Is there anything on Facebook that could be embarrassing or serve to give anything but a favorable impression about you? Facebook is not private, and what you think is a statement or picture that you are sharing with friends you are sharing with a much broader audience. Let discretion and good judgment prevail.

Students must take responsibility for their own learning. Only you will limit what you can potentially learn in the class. Do not become the obstacle to your own success. Plan and prepare for obstacles that you anticipate you might experience in your educational process.

Much of the educational experience in Early Learning is premised on the necessity of forming relationships with other people. The relationships with your classmates and with your instructors are key to your academic success and indicators of your future success in the profession.

Some hints for not annoying your instructor are:

Do not ask “I missed class - did we do anything important?” or “will this be on the test?” Everything is important. Also avoid asking the instructor to repeat something that you missed because you were not paying attention. Do not contact your instructor the night before an assignment is due to plead your case for an extension. When working in groups with other students practice the three C’s – contribute, compromise, communicate.

In the learning environment it is very appropriate to:

- Use your intellect and creativity
- Question what you are being told
- Ask pertinent questions
- Make interesting comments

During your time in the program, you will have the opportunity to work with many different instructors. Instructors’ classroom policies, procedures and teaching styles vary, and it is necessary to adapt and cope accordingly. This is similar to what you will experience working with different supervisors – each will have their own expectations and their own way of doing things. It is important to learn to be flexible.

In the process of receiving your education it is important to ask yourself what kind of impression you make in your classes. Do you present yourself as a serious, dedicated student? Or do you come off as uninterested, disruptive? Good classroom etiquette could optimize your learning opportunity in the class and improve your grade, especially if class participation is considered. A good relationship with your instructor could also mean a positive letter of reference for employment or for admission to university at the end of the program. A good relationship with your classmates could be meaningful if one of these people can offer you a job or be a co-worker.

Adherence to classroom etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary contract among faculty and students. Any infraction of this code, deemed substantially disruptive to the learning environment, is cause for removal of a student from a class and possibly other disciplinary proceedings. We do not want this to happen!

Services and Resources

Keyano College has many resources to support your learning. Some of the services that you might access include the on-site nurse at the Health Centre, the Office of the Registrar for program and course advising, Wellness Center, Disability Support Services, the Academic Skills Centre, the Aboriginal Center, the Library, Campus recreation, the student association and the Syncrude Sports & Wellness Center.

Students have access to the on-site nurse. You can make an appointment by calling 780-791-4808 or dropping into the Health Services office.

In situations where you may need to address personal problems and issues that you are experiencing you have access to our college counselor. This service is strictly confidential. It is okay to ask for help! After all, you are going into a career that is dependent on people asking for help. In some cases, the faculty might encourage you to do so.

Student financial aid is a great resource to help you apply for student loans and to provide you with information on scholarships and bursaries. It is useful to check these out!

If you have a disability or disabilities (physical or learning) you might find it useful to access Counselling & Disability Services. Through this office, you may be able to negotiate various supports to help you succeed in the program. Some of these supports include a variety of exam accommodations (such as extra time to write an exam), wheelchair accessibility, note takers and tutoring services, or securing special equipment.

The Academic Support Centre provides several services to support you in your program. These include tutorial services, study skills, writing skills and peer tutoring. You are encouraged to get help early. If you are unsure how to write a paper, struggle with studying or are struggling with understanding material in a class, take advantage of the services available.

The staff in the library are also a wonderful support for you. They will help you with the research for your assignments, direct your information searches and help you with APA format. We have some great resources in the library including books, journals, and videos. We also have some great journals

and other resources available online. The library can also help you to discern which resources are credible and which are not. This is really an important piece of information when you are doing your research.

All students at Keyano College have access to the Syncrude Sport & Wellness Centre.

[The Student Association of Keyano College \(SAKC\)](#)

The SAKC is committed to providing the Students of Keyano College with a collective representation to the College and Community. Our purpose is to:

- Be an advocate for the student body
- Promote leadership skills within the student body
- Provide social, cultural, and academic assistance to the student body
- Promote the general welfare of the student body

[History](#)

In the fall of 1975 the SAKC, then known as the Keyano College Student Council, proposed its constitution. Under article 1.1 the purpose of the Student Council was to promote, establish and maintain a balanced program of social, cultural, and recreational activities with the purpose of developing a sense of pride and school spirit among the students. Its purpose was also to act as an agent for communication between the Administration of the College, the public and other post-secondary institutions. The executive committee at that time consisted of the following: Chairman, Vice-Chairman, Secretary-Treasurer, Social Convenor, Intramural Convenor, Two Consultants, and Class Representatives. Eventually the Chair and Vice-Chair became President and Vice-President, respectively. Positions were divided, added, and removed to create an effective student team. Today, we have a full-time staff member, General Manager, who manages our daily operations and finances; a Vice President Communications, who deals with our various publications and media relations; a Vice President Student-Life, who organizes activities and student groups; and a President who oversees the executive team and acts as the face of the association. The Class Representatives now sit on General

Council with our Board Rep. Since its inception, the Student Association of Keyano College has added Leadership and Advocacy to its mandate, while continuing to mediate communication and promote social activities.

STUDENTS' ASSOCIATION OF KEYANO COLLEGE (SAKC)

Clearwater Campus

Room 266

Tel: (780) 791-4877

Hours of Operation

Monday to Friday:

8:30 a.m. – 4:30 p.m.

GENERAL COUNCIL

The General Council is the governing body of the SAKC. Every big decision goes through the General Council, and the SAKC Executives are accountable to the Council.

General Council is comprised of:

Program Representatives

Academic Council Representatives

The Executive Committee; and

The Student Board of Governors Representative (SAKC President).

General Council meets once a month. If you want to get involved in the General Council come down to the SAKC offices in the Used Bookstore (Room 178) for more information.

EXECUTIVE COMMITTEE

The SAKC Executives oversee the day-to-day business of the Students' Association. The Executive Committee is made up of the following people:

President

Communications Vice President

Student Life Vice President

Elections for executive positions are held before April 15th of the academic year.

Instructor and Student Program Expectations

“Education’s purpose is to replace an empty mind with an open one.”

~Malcolm S. Forbes

During your time in the ELCC program you can expect to be treated with respect by your instructors and your classmates. You can expect access to your instructors during their posted office hours or to make appointments with them to discuss questions and/or problems you might be experiencing with your courses. You can expect to have information presented to you through course outlines/syllabus on what the learning objectives are for each course and to describe how you will be evaluated in each course. You can expect to have course information presented to you using a variety of methods and that your instructors will be prepared and knowledgeable in their subject areas. You can expect to be fairly evaluated and to receive honest and open communication about your performance in class and your professional development. You can expect to have your assignments returned to you in a timely manner (understanding that longer, more detailed assignments require more time to evaluate).

This program expects you to do your work and demonstrate commitment to the learning process. It is expected that you will do your required reading, become familiar with the expectation of each course by referring to your course outlines; that you will ask questions when you don’t understand concepts or when you require clarification; that you maintain an open mind to new ideas and opinions (even when they might challenge your own values and beliefs); that you step outside your comfort zone to explore new ideas and take risks; that you will develop critical thinking skills; that you will conduct yourself in a professional manner; that you will utilize feedback from instructors and classmates to further develop yourself personally and professionally; and that you build relationships that will last throughout your career. It is expected that, having made the decision to come into the program, school is a priority for you. If you have too many other priorities now might not be the time to be in this program. If you are serious about a career that is focused on helping others, you owe it to the people you will work with to have made your education a priority and you owe it to yourself

to do what you need to do to be successful in the program.

Upon completion of the program the expectation is that you will be ready to work as an early educator. This level of readiness is part of what you will be evaluated on throughout your time in the program. The Keyano College faculty take their responsibility as gate keepers for the profession very seriously. If the faculty does not assess a student to be ready for practice, the student will not graduate from the program.

This program is only the beginning – we will provide you the foundation on which you will build your career.

Other Information and Useful Tips

Feedback

Your instructors will spend considerable time reviewing your assignments and evaluating your work. It is expected that you will pay close attention to the feedback you receive and incorporate this into future learning. The expectations for assignments increase as you progress in the program. The expectation is that the areas for improvement that are identified by your instructor at the beginning of the year will be improved on by the end of the year – and the expectation for such is high. If you need clarification on any of your instructor's comments, it is your responsibility to follow up with the instructor. If you need help editing your papers or to improve your writing style it is your responsibility to follow up with the Academic Success Centre.

Student/Instructor Relationship

The primary role of the instructor is to educate. Students sometimes feel the need to share personal concerns with instructors. Instructors do not act in the role of a counsellor and instead will refer students to the Wellness Center for support. The instructors/counsellors will work together as a team and will share relevant information about the students.

If a student shares information with one instructor that may affect their performance in the classroom, this information will be shared with the other instructors working with the student.

Your instructors will all have posted office hours during which they are expected to be available to answer your questions or provide clarification on course material. If you are unable to see your instructor during their posted office hours, you can make an appointment for another time to meet with your instructor. *It is your responsibility to ask for help.*

Course Outlines/Syllabus

You will receive a course outline/syllabus in each course. This is the “contract” for the course. It will identify the learning expectations for the course and will stipulate how you will be evaluated. Your course outline will provide directions for your assignments, exam details, and attendance requirements for the course. It is your responsibility to review your course outline, ask for clarification if needed, and confirm assignment requirements. You should refer to your course outline prior to submitting assignments to ensure that you have covered all the requirements.

Convocation and Graduation

Once you are in the final stages of completing your certificate or diploma requirements, you will apply to participate in the annual convocation. This is a celebration of your accomplishment in the program. Convocation ceremonies typically are held in May. We encourage students to participate

in convocation as it is a wonderful ritual to mark the completion of your learning journey.

Tips

If you have been out of school for an extended period, you may find the workload in the program quite overwhelming. It is important to ask for help as needed.

For students who come into the program directly from high school, there is often a shift in the type of learning needed which can sometimes cause difficulties. Much of high school education is about memorization of facts and details. In our program you are asked to show an understanding of concepts and ideas – which is quite different than memorizing information. It is important to be prepared for this shift in learning.

You will receive feedback from your instructors, classmates, your practicum supervisors, and co-workers in the practicum settings. You need to use this feedback to further develop your personal and professional self. Do not look at feedback as criticism, look at it as information from which you can learn and develop.

You will also be expected to give feedback to classmates. Giving constructive feedback is a necessary skill. Constructive feedback is not criticism - rather it is a learning opportunity that includes strengths as well as areas that need to be further developed or clarified.

Many students are focused on getting 'A' grades. This is an admirable goal. Please refer to the course outlines to identify what the expectations are to achieve the different grades. Doing what is needed in a course will achieve the minimum grade. Higher grades require work beyond what the basic requirements for a course are.

Your instructors will be your references for continuing education and future employment. Your work habits and presentation of self will formulate their impression on how you will present yourself professionally. You need to keep in mind what you would like them to tell people about you.

Throughout the program you will have lots of opportunity to work in groups. The skills you develop as a group leader and an effective group member will serve you well in your career. Sometimes this will entail working with people who have different priorities and different work habits than yourself. Sometimes the challenge is to negotiate work arrangements that work for everyone in the group. This means being flexible, being committed to the group process, and requires effective communication skills.

As you prepare yourself to come into the program please reflect on your own life and ensure that you have dealt with past issues that may get in the way of you being successful. If you have issues that continue to be problematic, please seek out the necessary support to deal with them so that they do not impact your success in the program.

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Confidentiality Statement

During your studies in the ELCC program at Keyano College, you may have access to confidential information (oral, written and/or electronic) about students and/or their families, staff and faculty members. Confidential information includes all identifying information of individuals, documents, data, interviews, reports, and conversations. This agreement helps you understand your duty regarding the access, use, disclosure, storage and disposal of confidential information.

Confidential information is valuable and sensitive, and is protected by privacy laws. The intent of these laws is that confidential information will remain confidential.

Accordingly, as a condition of and in consideration of your access, use, disclosure, storage and disposal of confidential information, you agree to the following:

Confidential information may only be used for the purpose for which it is collected. Discussion about confidential data informally with other students or at home with friends and family is strictly prohibited. Discussion of any confidential information in public areas, hallways, elevators, etc. is also strictly prohibited.

The use of confidential information for the purpose of assignments and projects is restricted to the information that the subject agrees to have used for that purpose. Appropriate release/permission forms must be signed and must be included with the assignment. If the subject is a minor, the parent or guardian must sign the release/permission form.

Every precaution must be taken to insure that records, notes and recordings containing confidential information are securely stored.

The disposal of materials that contain confidential information (papers, interview recordings, etc.) must be negotiated with the subject whose information is being presented.

There are two major exceptions to the rule of strict confidentiality. Alberta law requires the mandatory reporting of suspected child abuse. Whenever you suspect that abuse may occur or has occurred, you must report it. If this is in your practicum, you must contact your supervisor immediately and follow the agency protocol established to manage this serious and sensitive issue. The second exception is reporting if you believe there may be imminent harm or potential injury to a client, student, faculty member or employee.

KEYANO COLLEGE – CHSD CONFIDENTIALITY AGREEMENT

I, _____ am a student enrolled in the Childhood Studies program at Keyano College. I understand that I will be undertaking learning experiences as part of the Childhood Studies program in which I will become aware of personal information regarding other people. I agree that in relation to such information I will honor the following stipulations:

- I will maintain strict confidentiality of any data or information gathered that relates to children, families, other students, staff or instructors;
- I will not discuss this information with children, families, instructors, or other students in conversation, through written communication, or through social media (e.g. Facebook, twitter).
- I will use collected data or information for program course work only: and
- I will not disseminate, publish, present, record or copyright any person's data or information without prior written permission.
- I understand that violating these stipulations will result in disciplinary action and will affect my status as a student in the Early Learning and Childcare program. Disciplinary action could include expulsion from the program.

This Agreement is a condition of my participation in practicum, covers the entire term of such activities, and its obligations shall continue indefinitely, including after termination of my status as a student at Keyano College.

I understand the Childhood Studies program statement on confidential information and agree without reservation to hold in confidence all materials described therein.

I have read and understand this Confidentiality Agreement and agree to its terms.

Name (Please print)

Signature

Date

Keyano College
Early Learning and Childcare
Program

STUDENT HANDBOOK AGREEMENT

Statement of verification and agreement

I, _____ (Name of Student)
have read the Early Learning and Childcare Student Handbook. I understand the handbook's
contents and agree to follow the policies and fulfill the program expectations outlined in the
handbook. I understand that it is my responsibility to review the handbook from time to time and
to consult with the handbook should questions arise.

Student's Signature _____

Date: _____

Health and Human Services Staff Signature: _____

Date: _____

KEYANO COLLEGE EARLY LEARNING AND CHILDCARE PROGRAM PHOTO/VIDEO RELEASE AGREEMENT

I, _____, am a student enrolled in the Early Learning and Childcare Diploma Program at Keyano College. I hereby grant Keyano College the right to reproduce, use, exhibit, display, broadcast, distribute and create derivative works from related photographs or recorded images of myself for the use of promoting, publicizing the program or the College. This includes publishing such images in promotional materials, newsletters and website and other related publications. These images may appear in any format including, but not limited to, print, videotape, CD_ROM, DVD, and electronic/online media. There is not expectation for compensation now or in the future for the use of any image of myself by the College.

Student Signature _____

Date: _____

Witnessed By: _____

Faculty/Staff Member Name (Please print)

Faculty/Staff Member Signature: _____

Date: _____

PERSONAL DECLARATIONS FOR CHSD STUDENTS

1. I, _____, agree to immediately contact the Chairperson of the CHSD Department, should I experience a significant change in my personal physical or mental health which affects my ability to participate in Practicum practice.

_____ Student INITIALS:

2. POLICE INFORMATION CHECK

I, _____, acknowledge that if during my CHSD program I am charged or convicted of a criminal offence it is my obligation to advise the Chairperson of the CHSD Department

_____ Student INITIALS:

Name: (print) _____

Signature: _____

Keyano College Student ID Number: _____

Date: (year) _____ (month) _____ (day) _____

Sexual Misconduct Policy

Childhood Studies programs enter School Districts and Childcare establishments demonstrating best practices while maintaining the Keyano College code of conduct to align with inclusion, culture, diversity, and respect of gender difference in a safe and secure environment. Keyano College practicum students are to foster and uphold integrity, commitment, and dedication to the field of education while practicing non-discriminatory behaviors.

In the Childhood Studies department, students must also demonstrate high-quality learning at their practicum locations in alignment with the mission and vision of Keyano College. In the Childhood Studies department, students must refrain or be a person subjected to inappropriate hand gestures, discussion, or invasion of space towards children, employees, community members, or other Keyano College students to the point where self or others are uncomfortable. Neither should the Childhood Studies students or members at the practicum location be privy to behaviors to include stalking, harassment, or intent to discredit a person's work ethics and performance.

The Childhood Studies students must be aware of the Sexual Misconduct Policy and Dismissal Policy at Keyano College and abide by the rules and regulations that follow.

If at any time a student not following the rules or does not abide by the Sexual Misconduct Policy at Keyano College, the students enrolled in the Early Learning and Childcare programs, the Early Learning and Child Care Diploma program or the Educational Assistant program will be withdrawn in alignment to the Dismissal Policy at Keyano College. The student will not return to the Practicum location until further notice and or until the Chair of the Childhood Studies department decides on the best course of action. At which time, the decision from the Chair will concur based on the evidence-based information received from the practicum location and the Childhood Studies student. At which time, a final decision regarding further action will be made.

I _____ have read the Keyano College Sexual Misconduct Policy on _____ 20____ and will abide by the policy requirements.

In signing this document, I agree with following the Keyano College Sexual Misconduct Policy

Sign _____

Date _____

Assignment and Grade Expectations

Course assignments have set due dates to manage both instructor and student workloads. Change to due dates may occur to adjust the overall student workload based on class consensus.

The Department performance requirements regarding student evaluation state that:

- Attendance and participation are part of the course grade. **Attendance of 80%**, when required by the instructors, is necessary to achieve a progression grade in ELCC and EA courses.
 - A grade of B on an assignment recognizes that the student has met the requirements and comprehends the applicable content thoroughly enough to be able to apply it
 - A grade of less than B brings attention to the student that there are gaps in comprehending the content and skill required for that assignment. Students should use the criteria for assignments to guide assigned work.
 - A grade of B+ or higher acknowledges excellence in quality and quantity of work. The students' assignment is above the requirements.
- Learners are expected to submit assignments and complete discussions within the time frame specified by the instructor. All assignments are to be submitted in class or online on their respective due dates. If a student is absent from class, the assignment is late.
- Individual extensions require students to contact and ask permission from the instructor before the assignment due date.
- For assignments that are late without written permission:
 - A grade of 1% deduction will occur from assignments each day, including weekends. The 1% deduction applies until the instructor receives the assignment.
 - No assignments will be accepted one week past the due date. In the case where the extension was not granted and assignments are not completed within one week past the due date, these will be assigned a grade of F.
- During an online class, no assignments will be accepted on or after the beginning of class on the final date of the course.
- **CHSD courses require students to achieve a 60% progression mark to be successful.**

I, _____ have read and understand the above policy outlined by Keyano College. **In signing this document, I agree to follow the Keyano College Assignment and Grade Expectation policy**

Sign _____
Date _____

- After 3 missed assignments, and/or 20% of missed course expectation, an Academic Success Plan will be created and a meeting with the Learner will be scheduled by Instructors and Chairperson.

Practicum Placement Safety Policy

The Keyano College Childhood Studies Department thrives on providing students with high-quality teaching and learning that correlates with the Comprehensive Institutional Plan of Keyano College, which is to enhance the student's experiences. This goal is also in alignment with the Childhood Studies Department who provides academic programs and practicum work experiences for students to conceptualize the educational learning experiences.

Students Duty: If you are, a student enrolled in the Childhood Studies program at Keyano College, in either EA or ELCC, the Childhood Studies Department needs to provide the EA/ELCC students with working experiences in best practices with children in Childcare facilities and the Fort McMurray School Districts. The Childhood Studies Department works to provide a safe and welcoming environment for students at their practicum locations. During your practicum experience, you may encounter working with children in the school districts that may have challenging behaviors such as hitting, biting kicking, and aggressive verbal language. It is crucial for you as the practicum student to ask if there are any challenging student behaviors in the classroom. Also, it is essential that as you are the practicum student working at the childcare center or school location that you inform the college consultant of any challenging behaviors before you start working in the classroom setting, and if your safety is at risk.

Student Expectations: When a student in the classroom identifies as behavioral, as a practicum student you must notify the teacher assigned in the classroom that you are not to be left alone or work one to one with the student. You are to inform the teacher that you are a practicum student in training, and you are not equipped with the necessary skills to work with challenging behaviors. Your current role as a student in the classroom setting is to observe and learn the roles and responsibilities. When asked to work with a behavioral student, you need to contact your college consultant as soon as possible. You have a right to say NO if you at any time feel unsafe, and your safety is at risk. The role of the Childhood Studies Department is to support your working practicum experiences. As a student at Keyano College, you MUST keep your college consultant abreast of concerns that may be experiencing at your location. This letter confirms that the student enrolled in the practicum at Keyano College has read the above and will abide by the student's duty and student expectations of the Childhood Studies Department.

I _____ acknowledge and understand my duty and expectations as a Keyano College student enrolled in the Childhood Studies practicum at Keyano College. I _____ will notify the teacher at my assigned location and the College Consultant if at any time I feel unsafe, and my safety is at risk at the assigned practicum location.

In signing this document, I agree with following the Keyano College Safety Policy.

Sign: _____ Date: _____

Practicum Policy

Practicum is essential for students to practice skills and theories learned in classroom settings. A practicum coach will observe the student's engagement, and the practicum coach will provide feedback on the student's best practices. Although the coach shares observations with the College Consultant, the Keyano College Consultant is responsible for the evaluation of best practices. **To determine best practices, the College Consultants will visit a practicum location a minimum of twice per semester.**

Students are required to make up any hours missed due to illness or other circumstances. If Keyano College is closed (i.e. a reading week), students are not required to attend practicum. If the school/center is closed for unseen reasons, then students are not required to make up missed time, the remainder of the course would substantially move to remote learning.

Practicum students can engage in a paid or working practicum; however, it is suggested that students consider carefully how they will balance the demands of coursework and employment.

Students are expected to notify their practicum location and College Consultant of any absences before the start time in the morning.

In accordance with the Keyano College policy, Practicum courses EA 110/210, ELCC 110/210, and ELCC diploma 334/344 are **PASS/FAIL**.

Students who do not complete all the required work should not expect to pass.

Practicum Seminar Policy

Practicum Seminar is a vital component of student learning. **Attendance of less than 80% without confirmation of extenuating circumstances and arrangements to address missed practicum content alternately will result in a failing grade.** Students are expected to arrive in class or online with a practicum booklet and be ready to share and support the other students.

Students are not to discuss the names of children or staff in the practicum seminar. Students will hand in their practicum booklets on the assigned dates for the College Consultant to review.

Important - Please note: A complete practicum booklet is necessary to achieve a passing grade. An incomplete practicum booklet will result in failing practicum and thus a failing grade in practicum seminar EA125/225, ELCC 125/225, and ELCC 335/345.

In accordance with the Keyano College policy, Practicum courses are PASS/FAIL.

Students who do not complete all the required work should not expect to pass the course.

Please note – CHSD staff and faculty are obliged to ensure that students assigned a practicum placement act professionally and safely. Should there be incidents that do not

reflect the integrity and professional expectations placed on a CHSD student, possible consequences may include practicum placement termination.

In signing this document, I agree with following the Keyano College Practicum and Practicum Seminar policy for EA/ELCC 110/210, Practicum Seminars EA/ELCC 125/225 and Practicum ELCC 334/344, and Practicum Seminar 335/345

I _____ have read and understand the above practicum policy outlined by Keyano College. **In signing this document, I agree to follow the above Keyano College policies for Practicum and Practicum Seminar.**

Sign _____

Date _____