

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: **FIELD PRACTICE I**

CODE NO. : **ED 108** **SEMESTER:** ONE

PROGRAM: **EARLY CHILDHOOD EDUCATION**

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DATE: Sept. 2010 **PREVIOUS OUTLINE DATED:** Sept.2009

APPROVED: "Angelique Lemay" Jul. 2010

Chair **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): NONE

CO-REQUISITE(S): ED 115 , ED 130

HOURS/WEEK: **2 hours/week for 7weeks from September to October 2010 and 9 Field Placement Days from October - December 2010**

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I. COURSE DESCRIPTION:

This course is designed to orient students to the various facets of the Early Childhood Educator role. It will involve a balance of college classroom instruction and a supervised fieldwork practicum. Students will be prepared in the professional standards and practices that are required for working in varied child care fields. Skills, knowledge, and attitudes gained will enable the student to consistently demonstrate the competencies expected of a beginning early year's educator.

I. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explain and apply relevant legislation, policies, procedures, and regulations to early childhood education programs and settings.

(VLO #7, EES#5.7.)

Potential Elements of the Performance:

- Describe and demonstrate policies outlined in the Sault College Code of Conduct and the ECE Field Practice Policies Manual.
- Explain and demonstrate all required competencies outlined in the ED108 Field Practice 1 Final Evaluation.
- Clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty

2. Prepare and implement simple activities to meet the developmental needs of children (VLO #2, ESS#1,7)

Potential Elements of the Performance

- Prepare basic level activity plans to meet the developmental needs of children following a simple format.
- Demonstrate the rudimentary skills in presenting an activity to young children.
- Assess the activity and presentation based on a set of criteria..

3. Develop and maintain effective written, oral, nonverbal, and electronic communications. (VLO#6, EES#1)

Potential Elements of the Performance

- Prepare and submit documents that ensure information is comprehensive, factual, and objective.
- Apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- Respond to written, spoken or visual messages in a manner that ensures effective communication.

4. **Act in a manner consistent with principles of fairness, equity and diversity** (VLO#9)
Potential Elements of the Performance
 - *Demonstrate respect for diversity by monitoring and modifying interactions.*
 - *Interact with others in groups or teams in ways that contribute to effective working relationships and achievement of goals.*

5. **Recognize and identify the emergence of a personal philosophy of early childhood education within the framework of ethical and professional standards.** (VLO #8)
Potential Elements of the Performance
 - *Engage in reflective practices.*
 - *Appraise and take responsibility for one's own actions, decisions, and consequences.*
 - *Act in accordance with ethical and professional standards.*
 - *Convert knowledge of best practices into practical applications in the field placement.*

6. **Demonstrate All of the Competencies Outlined in the Early Childhood Education "Progress Review Form - Semester 1", at a "Satisfactory" Level**
Field Practice Competencies are based on ECE Program Standards (2002) Ministry of Colleges and Universities and will meet the following Vocational Learning Outcomes
Potential Elements of the Performance
 - demonstrate professionalism
 - establish and maintain effective communication with others.
 - establishing a responsive relationship with children
 - plan and implement developmentally appropriate activities

III. TOPICS:

- **ECE Program and Professional legislation, policies, procedures.**
- **Introduction to the role of the Student in Field Practice**
- **ECE Program Field Practice Competencies Semester 1**
- **Introduction to Level 1 Activity Planning**
- **Field Practice 1 Minimum Requirements**

IV. REQUIRED RESOURCES:

Required Documents that must be approved prior to start of placement.

Failure to have approval for one or all of the following will result in a student not attending placement and receiving a mark of "0" for ED108

- Current **Police Records Search**
- Updated **Health and Immunization Information** including TB
- Current First Aid / CPR certificate
- Current WHIMS certificate
- Participation in "Duty to Report" Orientation session.
- ECE Field Placement **Uniform receipt**

TEXTS

ECE Field Practice Binder revised 2010) Sault College ECE Faculty (In-House Publication A.K. Graphics) Sault College Bookstore

Supplementary resources found on LMS

PLEASE NOTE:

Regarding Student Progression through the three
Co-Requisite Core ECE courses:

Teaching Methods, Seminar, Field Practice

Students must receive a minimum of a **"C" (2.0 G.P.A.)** in each semester's *Teaching Methods, and Seminar*, courses **and receive an "S" Satisfactory in their Field Practice**, (in the case of *Field Practice 1*, students must receive a **"C"**) within the same semester, in order to proceed to the next semester's co-requisite courses.

V. EVALUATION PROCESS/GRADING SYSTEM:

NOTE:

Students must have submitted verification and received approval of their current CPIC, Immunization / Health Card, First Aid / CPR, WHIMS and Uniform prior to being placed in the field.

Due Date for submission of Field Placement Requirements for verification will be announced in class.

*If a student does not have or does not submit verification of these placement requirements by the due date announced in class, the student will not be placed in the field and consequently will receive an **"F" (Fail)** grade in: ED108 Field Practice 1, ED115 Seminar 1, and ED130 Teaching Methods 1.*

- **Students must successfully complete ALL evaluation factors (Attendance/ Participation, Assignments and Tests) by the assigned due dates in order to be placed in the field.**

Students must complete all course requirements and assignments, as well as, receive a satisfactory (S) on their final field work evaluation in order to be successful in this course.

Experiential Learning Activities **25%**

Students are expected to participate in course related experiential learning activities scheduled in and out of class. The focus of the activities will be to provide students with the opportunity to engage in experiential learning that reflects the theory being discussed

Types of Experiential Learning Activities:

Students will be given points for their preparation and full participation in the following learning activities:

Guest Speakers / Field Trip / Workshops = 10 points, Large Group discussions / activities = 5pts, Small group discussions / activities: 5 pts, Video training = 4pts, Individual reflective practices = 2 pts.

Criteria for Participation in Experiential Learning Activities

These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these learning activity components will be given a “0” for the identified activity. These activities will not be rescheduled for students. Students are expected to attend class fully prepared to participate with all required materials.

Quality of Participation in Experiential Learning Activities:

Students will be evaluated on the level and quality of their engagement, behaviour, and attitude during the Experiential Learning Activities based on a set of criteria reflecting professional standards.

Evaluation Breakdown

Professor will record points the student earns for attending and participating in the type of experiential learning activities scheduled.

- **Assessed: 9%**

Students will submit a completed *Experiential Learning Self-Assessment* form to the professor 3 times during the semester as assigned

- **Assessed: 6%**

The Professor will complete an *Experiential Learning Instructor Assessment* form for each student 3 times during the semester as scheduled.

- **Assessed: /10%**

Assignments: **20%**

Students will demonstrate their knowledge of preparing and presenting basic activities that reflect developmentally appropriate principles.

- Song Activity Plan and Presentation
- Fingerplay Activity Plan and Presentation
- Story presentation

Quizzes **5%**

At the start of each class, students will be given a short quiz based on the information covered in the previous class.

Field Work Practicum: **50%**

Upon successful completion of Field Practice 1, the student will demonstrate **all of the field practice competencies outlined in the Early Childhood Education “Progress Review Form - Semester 1”, at a “Satisfactory” Level.**

Field Practice Competencies are based on ECE Program Standards (2002) Ministry of Colleges and Universities and will meet the following Learning Outcomes

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Instructor's Notes

Class Activities:

1. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.
2. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
3. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
4. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
5. Students are responsible for putting their own items in the "garbage" / recycling bins.
6. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
7. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
8. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

Assignments

1. All assignments must be submitted on the assigned **due date at the beginning of the class** period unless otherwise specified by the professor. Assignments submitted after the professor has collected the assignments on the due date at the beginning of the scheduled class time will **incur an automatic 5% deduction** from the final assignment mark.
2. Assignments marks will incur a 5% deduction for each calendar day past the scheduled due date.. **Assignments will not be accepted by the Professor after 7 calendar days from the scheduled due date.** Consequently, the student will receive an automatic "0" for the assignments. Students must submit a hard copy of their assignment unless otherwise specified by the instructor.
3. If extenuating circumstances exists that prevent the student from submitting their assignment on the scheduled date, students are encouraged to communicate with their Professor one day prior to the due date the nature of the extenuating circumstances and request an extension.. Granting extensions is up to the discretion of the instructor. An "assignment extension" form will be completed and require a student signature.
4. Students must **adhere to dates set for oral presentations** unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment
5. All assignments **must be typed and stapled** or they will be returned to the student un marked.
6. To protect students, assignments must be delivered by the student/author to the professor.
7. Students are responsible for **retaining a file of all drafts and returned assignments**. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

Tests/Quizzes:

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is NOT given to the Professor, the student will receive a mark of "0"**. It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.
3. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.

***Your instructor reserves the right to modify the course,
as he/she deems necessary to meet the needs of students.***

Dates for projects or tests may be revised depending upon course content/flow

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and form part of this course outline.