

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: **Field Practice II**

CODE NO. : ED 110 **SEMESTER:** 2

PROGRAM: Early Childhood Education

AUTHOR: ECE Faculty

DATE: January 2011 **PREVIOUS OUTLINE DATED:** January 2010

APPROVED: "Angelique Lemay" Dec/10

Chair **DATE**

TOTAL CREDITS: 7

PREREQUISITE(S): ED 108, ED130, ED 115

CO-REQUISITE(S) ED 131, ED 116

HOURS/WEEK: 2 days per week field placement as well as block placements.

Copyright ©2011The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

Through this course the teacher-in-training will develop skills in presenting developmentally appropriate activities to young children, on both an individual and a group basis. Students are scheduled for field practicum two days/week (with some block periods) in community placement settings. These supervised fieldwork hours assist the student in practicing observation and teaching skills.

A minimum of 600 field practice hours are required for meeting graduation requirements in this program, as well as successful completion of the competencies outlined in the Progress Review Form – SEMESTER II. These competencies are consistent with Provincial Standard Outcomes expected of an entry-level Early Childhood Educator who graduates from an Ontario Community College.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Demonstrate All of the Competencies Outlined in the Early Childhood Education “Progress Review Form - Semester 2”, at a “Satisfactory” Level.**

Field Practice Competencies are based on ECE Program Standards (2000) Ministry of Colleges and Universities and will meet the following Learning Outcomes

Potential Elements of the Performance:

1. Plan curriculum that is based on a thorough understanding of child development
2. Plan and implement individual programs and curriculum to meet the developmental needs of children
3. Utilize a variety of observations techniques to enhance work with children
4. Maintain responsive relationships with individual children and groups of children
5. Establish and maintain safe and healthy environments which best meet the requirements of current legislation regulatory bodies and program policies
6. Develop and maintain effective written, oral, nonverbal communication with children, co-workers, employers and individuals
7. Apply relevant legislation policies, procedures, and regulations
8. Apply a personal approach to early child education within the framework of ethical and professional standards
9. Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children.

2. **Provide Guidance and Direction in Spontaneous and Planned Learning Activities**

Potential Elements of the Performance:

- model and reinforce positive behaviour
- support children's efforts at relating to peers and others
- model appropriate social skills
- provide appropriate choices for children
- present appropriate alternatives which facilitate child guidance
- intervene effectively in conflict situations

III. TOPICS:

Refer to **Early Childhood Education Progress Review Two**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**MATERIALS:**

- Current **Criminal Records Check**
- Updated **Health and Immunization Card**
- **Current First Aid / CPR**
- ECE Field Placement **Uniform**: details discussed in class

TEXTS

- **Field Practice Binder** (2010) ECE Faculty

The Field Practice Binder insert for Semester II will contain the necessary record keeping forms, contracts, evaluations and placement procedures. It is crucial that students read and understand all of the policies and procedures outlined, in order that they can fulfill their contract with the placement. Guidelines for professionalism and for fulfilling responsibilities must be followed (see Field Placement Policies). **STUDENTS' BINDERS MUST BE KEPT AT THE PLACEMENT, AND ALL ACTIVITY FORMS SHOULD BE RETAINED IN THE BINDER. IT IS RECOMMENDED THAT STUDENTS MAKE A PHOTOCOPY IF THEY NEED TO REFER TO THE FORM OUTSIDE OF THE PLACEMENT.**

Resource Texts: *may be used to assist the student in their field practice.*

Previously purchased or purchased in other courses.

- Creating Effective Learning Environments. Second Canadian Edition. Ingrid Crowther, Athabasca University. Thomson Nelson Publishing 2007, ISBN:978-017-642411-4
- Day Nurseries Act: Revised Statutes of Ontario, Most recent publication
- Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education 3rd Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2007. ISBN 0-13-23-9093-0
- Practical Solutions to Practically Every Problem (Revised) Saifer, Monarch Books Canada. 2003 ISBN 1-929610-31-9
- Wylie, S (2004) *Observing Young Children: A Guide for Early Childhood Educators*. (2nd Ed.). Toronto: Thompson-Nelson Publishing. ISBN: 0-17-622482-3
- *Learning Language and Loving It 2nd Edition. Weitzman and Greenberg The Hanen Centre 2002. ISBN0-921145-18-7
- Cherry, *Creative Art for the Developing Child*. School Specialty Children's Pub. ISBN: 0-13-087308-X

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

- Students must adhere to all **Field Practice Policies and Procedures** as outlined in the Sault College Early Childhood Education **Field Practice Binder**.
- **FIELD PRACTICE GRADE:** The student will be assigned a grade by the ECE faculty based on the
 - mentor evaluations
 - College Supervising Faculty performance evaluation
- The signed and completed time sheet , evaluations and activity forms must be submitted to faculty **the day after their final field placement day**. Failure to do so could result in a U grade.
- Students must demonstrate all of the competencies outlined in the ***Final Progress Review for Field Placement – Semester Two*** satisfactorily in order to receive a passing grade. Students with competencies at an unsatisfactory or minimal level and/or incomplete minimum requirements may receive a grade of U.
- ***If an evaluation is not satisfactory*** and/or a U grade is received, the ***placement hours accumulated will not be counted*** in the student's total, and this placement must

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 be repeated.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 located on the portal form part of this course outline.