

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Field Practice 2

**CODE NO. :** ED136 **SEMESTER:** 2

**PROGRAM:** Early Childhood Education

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**DATE:** Jan 2014 **PREVIOUS OUTLINE DATED:** Jan 2013

**APPROVED:** *“Angelique Lemay”* *Nov. 2013*

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**DEAN** **DATE**

**TOTAL CREDITS:** 9

**PREREQUISITE(S):** ED135

**CO-REQUISITE(S):** ED131, ED137

**SUBSTITUTE(S):** ED110

**HOURS/WEEK:** 200 Field Placement hours. Two placement days each week for the duration of the semester including a block placement.

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*For additional information, please contact Angelique Lemay, Dean, School of Community Services and Interdisciplinary Studies. (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:**

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

1. ***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:**

See timesheet and Final Progress Review for Semester 2 for details.

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

##### MATERIALS:

All Field Practice Requirements have been met and approved prior to start of placement.

- Current **Criminal Records Check**
- Updated **Health and Immunization Card**
- **Current First Aid / CPR**
- **Participation in “Duty to Report” workshop certificate** (completed in ED124)
- **Anaphylaxis awareness certificate** (completed in ED124)

If a student did not submit as required or was not approved for any or all of the above placement requirements, the student will not be permitted to complete Field Practice 2 resulting in a grade of “F” for ED136.

- ECE Field Placement **Name Tag**
- Grade of “C” in all pre-requisite courses
- Semester 1 GPA 2.0

##### TEXT

- **Field Practice Binder** Sault College ECE Faculty (In-House Publication A.K. Graphics) Sault College Bookstore  
*Purchased in previous Field Practice courses.*

##### RESOURCES:

Previously purchased in other courses:

- Bullard, Julie (2014) **Creating Environments for Learning Birth to age Eight** 2<sup>nd</sup> Ed. Toronto: Pearson Education Inc.
- Weitzman, E., and Greenberg, J. (2002). **Learning Language and Loving It.** (2<sup>nd</sup> Ed.) Toronto: Hanen Early Learning Program

##### **Documents available for students to access online**

- Government of Ontario Publications **Day Nurseries Act: Revised Statutes of Ontario.** (available online)  
[http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_900262\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm)
- **Day Nurseries Act for Child Care Supervisors of Ontario:** (available online) <http://childcarelearning.on.ca/>
- College of ECE **Code of Ethics and Standards of Practice:** (available online)  
<http://www.collegeofece.on.ca/en/Public/News/Pages/The-Code-of-Ethics-and-the-Standards-of-Practice.aspx>
- Early Learning For Every Child Today: A framework for Ontario early childhood settings ([available online](#))  
<http://www.edu.gov.on.ca/childcare/oelf/>
- The Full-Day Early Learning – Kindergarten Program (draft) (available online)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

#### 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 Manual**
- **FIELD PRACTICE GRADE:** The student will be assigned a grade by the ECE faculty (College Supervising Faculty) based on the
  - completion of placement checklists
  - completion and evaluation of all minimum requirements
  - observations completed by the ECE Mentor and College Supervising Faculty.

- ECE mentor feedback
- College Supervising Faculty performance evaluation
- The signed and completed time sheet , evaluations and minimum requirement forms must be submitted to faculty **on the designated date.** 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 be repeated.

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, within the same semester,*** in order to proceed to the next semester’s co-requisite courses be repeated.

- In addition, a minimum of an overall 2.0 Grade Point Average per semester must be maintained to continue in the placement sequence.

**The following semester grades will be assigned to students:**

<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.	

**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.

Student Portal:

The Sault College portal allows you to view all your student information in one place.

**mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

**VII. COURSE OUTLINE ADDENDUM:**

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