



**I. COURSE DESCRIPTION:**

Students will be placed in a commercial or government GIS or remote sensing workplace where they will experience and participate in the day -to- day functions and activity. Their work habits, skills and performance will be evaluated and they will complete a technical report of a specific aspect of their work.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Successfully integrate into and perform an appropriate GIS/RS/GPS job function in an operational work setting.

Potential Elements of the Performance:

- Accept a prearranged placement, make contact with the supervisor, arrange for a start date and time and arrive to begin work.
- Accept and perform a fulltime work function as assigned, to a maximum of 40 hrs./week, for a four week period with hours and other details to be worked out with the supervisor
- Demonstrate appropriate work ethic and skill level to supervisor and co-workers
- Use the opportunity for networking to advantage in obtaining an appropriate job after the placement is completed
- Discuss and learn from the supervisor's performance evaluation at the end of the work term

2. Submit a technical report on an agreed to technical aspect of your fieldwork placement.

Potential Elements of the Performance:

- Discuss potential topics for a technical report with your supervisor in the first week of the placement
- Discuss and seek approval for the report topic with the GIS Coordinator at the college
- Prepare and submit the technical report following the guidelines provided later in this course outline (see evaluation section) within one week of completion of the workplace placement

**III. TOPICS:**

1. Work placement in an operational setting in GIS/RS
2. Technical Report on a Specific Aspect of the Work being Performed.

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

Students are responsible for their own travel and accommodation costs during the fieldwork placement (if any). Acceptable locations will be worked out with the student prior to setting up the placement. Students will need access to a computer that can produce a quality technical report incorporating appropriate computer graphics.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Employer's Evaluation of Work Performance - 70%  
 Technical Report (see requirements below) - 30%  
 TOTAL 100%

**Please note: Each of the Field Placement and Technical Report components must be satisfactorily completed (60% each) for a passing grade to be assigned in this course.**

**Eligibility for a work performance grade occurs only after a minimum of four weeks of fulltime (min. of 120 hrs) work has been completed.**

**Failure to satisfactorily complete the field placement component will result in an 'R' grade. The course can subsequently only be considered for repeating a year following the first attempt.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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.

#### Guidelines and Evaluation for Technical Reports:

The technical report forms an integral part of the learning in any field placement. It is an opportunity for the student to look at a subject in detail and to report on how the software and technology used in a specific aspect of GIS/RS/GPS is used and to relate it to their prior learning. In addition, the report is an opportunity for the student to gain practice in the reporting process, an integral aspect of most positions in these times of accountability and continuous communication.

The technical report should be organized in a way that allows the writer to convey their message in a clear and understandable manner. Generally the sections will follow the following with marks for each section identified in brackets. All reports are to be fully word-processed and are to integrate appropriate GIS software into the report and/or attached figures. A title page and table of contents are expected. The first person should not be used in technical reports. The report must NOT be a narrative of the experience, but a report on the major product(s) the student produced while on the placement. If you would like to describe and/or make recommendations on your placement experience, please do so in a separate cover letter.

**Summary (5)** - Do an overview of the report by stating the important aspects of the purpose, method, findings and recommendations. This should be about 1/2 of a typed page but needs to be very well worded.

**Introduction/Purpose (7)** - Introduce the reader to the topic, when, where, why and what was done. Clearly state the purpose of the report.

**Method (8)** - Clearly state what was done and how, but do not give instructions to the reader. This section should be thorough but as short as possible. Be sure to include a description of all software and hardware used.

**Results (20)** - This section is generally in the form of tables, graphs and other figures (i.e. of a GIS nature). It might include examples of the product produced (i.e. the work that you did). Tables and figures are to be given numbers and complete titles, the latter of which should be self-explanatory to the reader (i.e. without reading the text). Units if applicable, are to be included. All maps are to be complete with scale, legend, direction etc. etc. Organization of this section will take some time.

**Discussion (30)** - This is the most important section as it is here where you are going to comment on what you were able to accomplish and how. Was it easy or hard? Are there better ways? What other software might have done the job faster, easier or more efficiently? What limitations were placed on you by the hardware available? Please refer to any books, Internet sites etc. you used in arriving at your comments. This section must be thorough, organized and clear. It is in this section where it becomes clear to the reader whether you have researched and understand your topic well.

**Conclusions and Recommendations (10)** - State what you learned and why you came to the comments you have made. Clearly state the recommendations you have for the host organization for similar future projects.

**References (5)** - References used in the text are to be properly listed using the author and year system. If you need help with this, please inquire before going out on the placement. Internet references are to follow the proper format.

**Appendices (5)** - Appendices are put at the end to allow you to include background information or supporting documentation for the main body of the report. Each appendix is to be numbered and given a complete title. Do not put results of your work in appendices. They belong in the results section.

**Overall Quality (10)** - While each section will suffer if the report is not done in an appropriate manner, 10% of the mark is reserved for the overall quality. Things to be considered here are the graphics and print quality, the literary style and quality (absence of typos, sentence structure problems etc.), organization, the overall appearance and the technical quality of the report content (thoroughness, knowledge and accuracy).

**Penalty for Lateness:** The technical report is to be shipped to Heath Bishop, GIS Program Professor, preferably by courier, no later than one week after completion of the field placement (four weeks after the start of the placement). For a delay of each working day, there is a 10% penalty applied to the grade received.

Reports may also be e-mailed to: [heath.bishop@saultcollege.ca](mailto:heath.bishop@saultcollege.ca) but must be in Microsoft word format. All illustrations must be in a form that can be opened using standard Microsoft software (i.e. not GIS specialized software).

## References Cited

References are presented on a separate page after the conclusions.

- Only those references that were incorporated in the text of your report are listed.
- References are listed in alphabetical order
- Any reference listed here must be cited in the text of your report

References must be presented in acceptable standard formats. The following are some examples for some different sources:

1. For a **paper presented in a journal**:

Garner, P. 1997. Sample sizes for length and density estimation of 0<sup>+</sup> fish when using point sampling by electrofishing. *J. of Fish Biol.* 59: 95- 106.

2. For **book** references:

Borror, D.J., D.M.DeLong, and C.A. Trilehorn.1981. An introduction to the study of insects. 5th ed. Saunders College Publishing, Dryden Press, Philadelphia. 827PP.

Zolman, J.F. 1993. Biostatistics. Oxford University Press. New York. 226 pp

3. For a **paper/chapter presented in a publication or book**:

Chapman, D.W. 1978. Production Fish Populations. In Ecology of Freshwater Fish Production (S.D. Gerking, ed.). Blackwell. Oxford. 335 pp

4. For **world wide web sites**:

Harris, J.B. (n.d.). The return of the witch hunts. Witchhunt Information Page. <http://liquid2-sun.mit.edu/fellS.ShOrt.html> (2000, June 24)

**General format:**

- Author's name (if known)
- Date of publication or last revision (if known) in parentheses
- Title of document
- Title of complete work (if applicable), underlined
- URL in angle brackets
- Date of access, in parentheses
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## VI. SPECIAL NOTES:

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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, 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>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.



Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of March will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default.

Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.