

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** FIELD WORK I  
**CODE NO. :** ED 108 **SEMESTER:** ONE  
**PROGRAM:** EARLY CHILDHOOD EDUCATION  
**AUTHOR:** Lorna Connolly Beattie, Colleen Brady  
**Instructor:** Beth Tatasciore ([beth.tatasciore@saultcollege.ca](mailto:beth.tatasciore@saultcollege.ca))  
Office # E4501 ext. #2569  
**DATE:** Sept. '05 **PREVIOUS OUTLINE DATED:** Sept. '04

**APPROVED:**

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	<b>DEAN</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	4	
<b>PREREQUISITE(S):</b>	NONE	
<b>CO-REQUISITE(S):</b>	ED 115 , ED 130	
<b>HOURS/WEEK:</b>	2 hours/week (from Sept 7-Oct. 28, 2005) ~7 hours/week Field Placement (from October 19-Dec. 8, 2005)	

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**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.

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

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

**1. articulate professional ethics and display professionalism**Potential Elements of the Performance:

- behave and perform in compliance with the Early Childhood Education Program Guidelines as well as the AECEO Code of Ethics
- display dependability and reliability
- maintain confidentiality at all times
- show sensitivity and respond appropriately to both verbal and non-verbal communication with others

**2. apply relevant policies and procedures to early childhood programs**Potential Elements of the Performance:

- identify the regulatory bodies responsible for child care
- describe the tasks and responsibilities of early childhood educators
- demonstrate practices used to maintain the health and safety of young children
- identify the impact of personal health practices on the early childhood educator

3. **develop and implement age-appropriate lesson plans and teaching techniques**

Potential Elements of the Performance:

- choose developmentally appropriate and quality literature for children
- present a storybook to children during field work practicum
- critique own storytelling skills
- develop a repertoire of techniques that teachers can use with children

**III. TOPICS:**

1. Professionalism, Ethics and Confidentiality
2. Expectations of Placements and Employers and Preparing for Fieldwork
4. Making a Great First Impression & Practical Skills needed for ECE

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

- Student Teaching: Early Childhood Practicum Guide 5<sup>th</sup> Edition. Jeanne Machado and Helen Botnarescue. Thompson Delmar Publishing, 2005.
- Student Daily Planner, Campus Shop or own resources
- ECE Field Placement Uniform: details discussed in class
- 3 Ring Binder – must be a 2”- Blue binder

**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 *successfully* complete ALL Field Prep components by the assigned due dates in order to be placed in the field.**

**Field Prep Components:**

**Attendance and Participation: worth 10%**

Since students are expected to demonstrate professionalism in the ECE field, students must attend and participated in the field work in-class preparation prior to attending placement.

**Assignments / Tests: worth 40%**

**Field Work Practicum: worth 50%**

Students will attend 9 days of fieldwork placement. **Any days of placement that are missed must be made up prior to the end of the semester.**

**\* 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.**

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%	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:

### Student Expectations

#### Important Notes to Students:

##### ***Class Activities:***

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.

##### ***Assignments:***

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. All assignments must be typed and stapled or they will be returned to the student un marked.
3. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
4. Late submissions ***will be deducted 5% per day.***
5. Assignments ***more than one week late will not be accepted.***
6. 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.

7. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
8. 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:**

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.

### **Learning Environment**

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

***Students are to keep private conversations and other distracting behaviour out of the classroom***

I.

### **Missed Classes**

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

### **Guest Presenters**

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

**Food and Drink**

Students may eat and drink in class, however eating large “meals” during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

***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**

**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

**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.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

**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.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.