

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 **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 (2000) Ministry of Colleges and Universities and will meet the following Vocational Learning Outcomes
Potential Elements of the Performance:
 - Utilize a variety of observations techniques to enhance work with children
 - Maintain responsive relationships with individual children and groups of children
 - Develop and maintain effective written, oral, nonverbal communication with children, co-workers, employers and individuals
 - 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.

- 2 **Plan and implement individual programs and curriculum to meet the developmental needs of children (CSAC Vocational #1)**
Potential Elements of the Performance:
 - *develop and present developmentally appropriate activities.*

- 3 **Establish and maintain safe and healthy environments which best meet the requirements of current legislation regulatory bodies and program policies(CSAC Vocational #5)**
Potential Elements of the Performance:
 - *List the steps in appropriate hand washing*
 - *List the steps in appropriate diapering procedure*

4 **Apply relevant legislation policies, procedures, and regulations**

(CSAC Vocational #7)

Potential Elements of the Performance:

- *Outline the student's "Duty to Report" in cases of suspected child abuse or neglect.*
- *Identify the standards around Confidentiality within the profession and demonstrate the standard within the field*

5. **Demonstrate self awareness and interpersonal communication skills**

Potential Elements of the Performance:

- *Describe how personal experience and knowledge contributes to quality care*
- *Outline strategies for success in the field placement as a student teacher*
- *Outline areas of strengths and areas to work on related to field practice.*

III. TOPICS:

Module 1:	Introduction to Field Practice
Module 2:	Professionalism
Module 3:	Introduction to Basic Activity Planning
Module 4:	The "Basics" in Care Giving
Module 5:	Preparing for Your first Days of Placement
Module 6:	Field Practice 1

IV. REQUIRED RESOURCES:

MATERIALS:

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

TEXTS

- **ECE Field Practice Binder** (2006) ECE FACULTY

At the beginning of the placement, students will purchase a Field Practice Binder which 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.

Resources Purchased in Other Courses but used in this course:

- *J. Machado. (2005) Student Teaching: Early Childhood Practicum Guide Thomson Canada ISBN 1-4018-4853-2*

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, 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 satisfactorily complete all field placement requirements as reflected in Field Practice Semester 1 Final Evaluation.**

In-class Activities**20%**

- Discussions / Activities
- Group Work
- In Class assignments

Since students are expected to demonstrate professionalism in the ECE field, students must attend and participated in ALL of the In-Class Preparations prior to attending placement.

Participation in class will be evaluated using the following criteria:

(details discussed in class and posted on webct)

- *Attendance / Promptness*
- *Contribution of ideas and questions*
- *Preparation of assignments and materials and resources required for class*

Assignments / Tests:**worth 30%**

- As outlined in class and posted on webct

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.*
- The student will be assigned a grade on the student's Field Work Practicum based on the following criteria
 - mentor evaluations
 - College Supervising Faculty performance evaluation
 - completion of placement checklists
 - completion of all minimum requirements
 - evaluation of activity plans
 - observations completed by the ECE Mentor and College Supervising Faculty.

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.

- Field Practice consists of one day per week in an assigned field placement setting. Block placements throughout the semester will help to consolidate the student's competencies in the placement setting.

Learning outcomes are achievable through the support and feedback of the ECE Mentor and College Supervising Faculty. ***Students must demonstrate all of the competencies outlined in Final Progress Review for Field Placement – Semester ONE 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.***

- **GO OVER** the contents of the Field Practice Binder and **SIGN** the contracts with the ECE Mentor.
- **READ** all of the policies and procedures outlined, in order to fulfill the contract with the placement.
- **FOLLOW** all of the Guidelines for professionalism and responsibilities (see Field Practice Policies).
- **MAINTAIN** an accurate recording of *hours worked (excluding lunch time) and completed Activity Requirements*.
- **FOLLOW** the scheduled Minimum Activity Requirements as outlined on the Time Sheet.
- **ACTIVITIES WILL NOT** be rescheduled unless initiated by the placement ECE Mentor (eg. conflicts with a field trip)
- **POST** The Time Sheet at the placement for easy referral. The ECE Mentor will place his/her initial next to the date once the activity has been completed. *If the activities have not been completed as scheduled, this will be noted as well.*
- **FOLLOW** the established procedures for evaluation of progress at mid-term and at the end of the placement. *If these procedures are not followed the student may be terminated from the placement and/or will have to repeat the placement.* (Refer to Student Orientation and Debriefing Checklist or to the time sheet)

EVALUATION PROCEDURES:

1. **REQUEST** on-going feedback from the placement staff/ECE Mentor.
2. **SUBMIT** a completed form at mid-term and end of term, one week prior to the scheduled evaluation date (See Field Practice Schedule).
3. **DISCUSS** the evaluation comments with the ECE Mentor and sign the evaluation form in his/her presence. *Your signature means that you understand and agree with the evaluation. If you disagree with any part of the evaluation, your reasons are to be written down on the form with your signature next to your comments/reasons for disagreement. You must provide examples to support your disagreement.*
4. **RELIABILITY AND RESPONSIBILITY** for actions are emphasized. Field Practice is considered to be a job placement. Refer to the Field Practice Policies for further details.
5. **NOTIFY** the placement and College Supervising Faculty when unable to report in at the scheduled time. *If the Placement and the Student's College Supervising Faculty are not notified of an absence, then a penalty of one day make-up for each day when a phone call was not received will apply, at the discretion of the ECE Faculty.*
6. **Rescheduled Placement Days** - Any time missed must be negotiated with the ECE Mentor. **FILL** out a copy of the Rescheduled Placement Days Agreement Form and have it approved by your ECE Mentor. This copy must be left in the placement binder. Contact your College Supervising Faculty in writing to inform of the rescheduled dates.

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.	

VI. SPECIAL NOTES:

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 "STUDENT CODE OF CONDUCT" 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.

4. Late submissions ***will be deducted 5% per day*** which commences as the end of the class in which the assignment was due, **Assignments will not be accepted by the instructor after 1 week or when 20% deduction has been reached.** The student will receive an automatic “0” for the assignments. Students are encouraged to communicate with their instructor if extenuating circumstances exist and student’s require an extension. Granting extensions is up to the discretion of the instructor.
5. 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.
6. 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.
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:

- 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.
- 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. At that point, students will not be able to complete the test and will receive a mark of “0”.

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

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 2703 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 the *Student Code of Conduct*. 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.