

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: FIELD WORK I

Code No.: ED 109

Program: EARLY CHILDHOOD EDUCATION (E.C.E.)

Semester: FIRST

Date: SEPTEMBER 1986

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New: _____ Revision: X

APPROVED: 
Chairperson

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Date

COURSE DESCRIPTION

This course is designed to prepare students for a career in the teaching of and caring for preschool children. Students, by obtaining experiences in various placements, are helped to relate theory to practice and to develop the ability to form relationships with preschool children, their parents and other adults in the field.

GOALS - Semester I

1. To evaluate the student's personal qualities and general suitability as a potential teacher.
2. To help the student develop an awareness of preschool programmes and show self-confidence and enjoyment in preschool settings.
3. To develop in the student an awareness of various safety and health hazards in preschool centres.
4. To develop the ability to question and discuss various teaching methods and show an ability to interact with preschool children.

OBJECTIVES - Semester I

1. The student will demonstrate such personal qualities as reliability, good health and stamina, a professional appearance and attitude, initiative, dependability, responsibility, and a beginning awareness of the needs of preschool children.
2. The student will demonstrate an ability to be flexible in responding to changes in routines and schedules in a preschool programme.
3. The student will acquire an awareness of various safety and health hazards which might arise in a preschool centre. Good common sense is essential.
4. The student will develop ability to question and discuss various methods of teaching and be able to take an objective look at his/her own performance and progress.

METHODOLOGY

Field placement consists of one day per week in an assigned setting plus at least one full week placement in the College's demonstration Child Development Centre (C.D.C.).

The student will take responsibility for keeping an accurate record of hours worked at each placement and receive an evaluation of progress at the end of the placement.

Integrative seminars are held weekly. Attendance at seminar classes is crucial for the integration of theory and practice. The student will complete a "diary of activities" on a weekly basis to bring to the seminar for discussion purposes.

EVALUATION

The student will receive a mid-placement evaluation relating to progress and a final evaluation which will be kept in the student's file. Both the student and the supervisor will complete a "Progress Review" Form. The student will be given on-going feedback by means of the field work observation forms.

The student has three days sick leave per year and any time missed other than this is to be made up on her/his own time, scheduled through the field supervisor. The student must take responsibility to notify her/his placement when unable to report in at the scheduled time. If the contact person is not notified of an absence, then a penalty of **one week make-up per day missed** will apply.

If an evaluation is not satisfactory, that segment must be repeated. The student must successfully complete Semester I field work to be eligible for Semester II field work. Only one repeat per semester is permitted.

If the student misses 3 or more field work seminar classes, then the field work Grade will be reduced accordingly.

GRADING - Semester I

- A - Exceptional integration of theory and practice
- B - Average competence
- C - Minimal performance
- X - As per College Policy
- R - **"Repeat"** - indicated failure to meet required competency level of that semester and field work course must be repeated.

