

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: **Field Practice III**

CODE NO. : **ED 209** **SEMESTER:** **3**

PROGRAM: **Early Childhood Education**

AUTHOR: **ECE Faculty**

DATE: **Sept 2009** **PREVIOUS OUTLINE DATED:** **Sept 2008**

APPROVED: **“Angelique Lemay”**

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CHAIR, COMMUNITY SERVICES	DATE

TOTAL CREDITS: **7**

PREREQUISITE(S): **ED 110, ED 116, ED 131**

CO-REQUISITE(S): **ED 218, ED 223**

HOURS/WEEK: **2 days of field placement including block placement**

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I. COURSE DESCRIPTION:

Through experiential growth and the support of academic course work, the student is able to further solidify his/her philosophy of early childhood education, while incorporating this into improved teaching techniques. Students are expected to plan and carry out activities designed to extend children's play and learning opportunities and to exhibit developmentally appropriate and anti-biased practices. Added responsibility is placed on the student to lead group experiences as well.

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 3”, at a “Satisfactory” Level.** *Field Practice Competencies are based on ECE Program Standards (2002) Ministry of Colleges and Universities and will meet the following Learning Outcomes*

Potential Elements of the Performance:

- demonstrate professionalism
- establish and maintain effective communication with others.
- establishing a responsive relationship with children
- plan and implement developmentally appropriate curriculum

III. TOPICS:

Refer to “**Early Childhood Education Progress Review Form - Semester Three**”

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

- Current **Police Records Search**
- Immunization and Health Record Form:
- **WHMIS training**
- Current First Aid /CPR
- ECE Field Placement **Uniform:** (details discussed in class)

TEXTS

- **Field Practice Binder** (revised 2009) Sault College ECE Faculty (In-House Publication A.K. Graphics) Sault College Bookstore
Purchased in previous Field Practice courses.
- *Supplementary resources on LMS*

RESOURCE MATERIALS

- may be used to assist the student in their field practice.
 - all are previously purchased texts
1. Crowther, I. (2007), ***Creating Effective Learning Environments. Second Canadian Edition.*** ON: Thomson Nelson Publishing
 2. Cherry, ***Creative Art for the Developing Child.*** School Specialty Children's Pub.
 3. Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). ***Science of Early Child Development.*** [online resource]. Winnipeg, MB.: Red River College. Retrieved from <http://www.scienceofecd.com>
 4. Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** N.J.: Pearson Education.
 5. Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem.*** (Revised). Minnesota: Redleaf Press
 6. Weitzman, E., and Greenberg, J. (2002). ***Learning Language and Loving It.*** (2nd Ed.) Toronto: Hanen Early Learning Program
 7. Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators*** (2nd ed.). Toronto: Nelson Publishing
 8. ***Day Nurseries Act***
 9. Membership in the **ECE Resource Room** is strongly recommended

V. EVALUATION PROCESS/GRADING SYSTEM

- Students must adhere to all **Field Practice Policies and Procedures** as outlined in the Sault College Early Childhood Education **Field Practice Handbook.**
- **FIELD PRACTICE GRADE:** The student will be assigned a grade by the ECE faculty based on the
 - 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.

- The signed and completed time sheet , evaluations and activity forms must be submitted to faculty **the day after their final field placement day.** 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 Three*** 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.

PLEASE NOTE:

Regarding Student Progression through the three
Co-Requisite Core ECE courses:
Teaching Methods III, Seminar III, Field Practice III

- 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.

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:

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 **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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. 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 November 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.