



**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**”

**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)

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

##### 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. Ontario Ministry of Child and Youth Services. (1999) ***Early Years Study.*** Not available in the bookstore.  
Can be downloaded from. <http://www.gov.on.ca> (will be discussed in class)
  6. Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem.*** (Revised). Minnesota: Redleaf Press
  7. Weitzman, E., and Greenberg, J. (2002). ***Learning Language and Loving It.*** (2<sup>nd</sup> Ed.) Toronto: Hanen Early Learning Program
  8. Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators*** (2<sup>nd</sup> ed.). Toronto: Nelson Publishing
  9. ***Day Nurseries Act***
  10. 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.  |                               |

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## VI. SPECIAL NOTES

### 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.

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, and 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>.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.