

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Field Practice IV

**CODE NO. :** ED 210 **SEMESTER:** 4

**PROGRAM:** Early Childhood Education

**AUTHOR:** ECE Faculty

**DATE:** January 2010 **PREVIOUS OUTLINE DATED:** January 2009

<b>APPROVED:</b>	"Angelique Lemay"	Jan/10
	_____	_____
	<b>CHAIR</b>	<b>DATE</b>

**TOTAL CREDITS:** 7

**PREREQUISITE(S):** ED 209, ED 218, ED 223

**CO REQUISITE(S):** ED 219, ED 247

**HOURS/WEEK:** 2 days of placement / week for 15 weeks

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*For additional information, please contact Angelique Lemay Chair*  
*School of Community Services*  
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## I. COURSE DESCRIPTION:

This final segment of field practicum encourages the student to develop further strategies for enhancing the young child's developmental abilities based on presenting individual and group experiences. Additional responsibilities provide the student with the opportunity to refine and demonstrate the competencies required of a skilled teacher of young children. A minimum of 600 field practice hours is required for graduation. In field practice, the philosophy/goals and outcomes are reflected in the "Progress Review Form" for Semester IV. These are consistent with provincial standard outcomes expected of an entry-level Early Childhood Educator who graduates from an Ontario Community College

## 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 field practice competencies outlined in the Early Childhood Education "Progress Review Form - Semester 4", 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:

1. Refer to ECE Field Practice Binder (2009) Semester 4 Field Practice

## IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

### Field Practice Requirements:

- Documents that verify you have met the field practice requirements for placement: Students will be required to show this documentation upon entry into the field placement agency.
  - Current **Police Records Search**
  - Immunization and Health Record Form:
  - **WHMIS training**
  - Current First Aid /CPR
  - ECE Field Placement **Uniform:** (details discussed in class)

- ***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. (2007). ***Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007*** Not available in the bookstore. Can be downloaded from. <http://www.gov.on.ca>
  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***

## V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

- Students must adhere to all **Field Practice Policies and Procedures** as outlined in the Sault College Early Childhood Education **Field Practice Binder**.
- **FIELD PRACTICE GRADE:** The student will be assigned a grade by the ECE faculty based on the
  - mentor evaluations
  - College Supervising Faculty performance evaluation
- 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 Four*** 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 IV, Seminar IV, Field Practice IV***

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.

**METHOD OF ASSESSMENT (GRADING METHOD):**

<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.

**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:

### 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 **WebCT/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. 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>.

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 for fall courses, March for winter courses, or June for summer courses* 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.