



## COURSE OUTLINE: ED0135 - INTRO TO ECE

Prepared: Colleen Brady B.A., RECE

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED0135: INTRO TO EARLY CHILDHOOD EDUCATION
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	Through experiential learning and discussion, CICE students, with the assistance of a learning specialist, will gain a general understanding about the Early Childhood Education field. The roles and responsibilities needed to work with young children will be examined. CICE students, with the assistance of a learning specialist, will be introduced to the professional standards and practices that are required for working in a variety of early learning settings.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Integrate fully in academic, social and community activities.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
<b>Course Evaluation:</b>	Passing Grade: 50%, D



A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Introduction to Early Childhood Education (ECED105) by Washington State Early Childhood Faculty  
Publisher: Open Educational Resource Publication by College of the Canyons Version 1.1. Edition: (2021)  
The link to this online textbook will posted on the course LMS site.

Excerpts from ELECT (2014) by Ontario Ministry of Education  
Publisher: Queen`s Printer for Ontario.  
The link to this online textbook will posted on the course LMS site.

How Does Learning Happen? Ontario`s pedagogy for the early years. (2014) by Ontario Ministry of Education  
Publisher: Queen`s Printer for Ontario  
The link to this online textbook will posted on the course LMS site.

The Kindergarten Program 2016 by Ontario Ministry of Education  
Publisher: Queen`s Printer for Ontario  
The link to this online textbook will posted on the course LMS site.

Code of Ethics and Standards of Practice. For registered early childhood educators in Ontario. 2nd Ed. (July 2017). by College of Early Childhood Educators  
Publisher: College of Early Childhood Educators.  
The link to this online textbook will posted on the course LMS site.

Indigenous Early Learning and Child Care Framework. by Employment and Social Development Canada  
Publisher: Government of Canada  
The link to this online textbook will posted on the course LMS site.

Child Care and Early Years Act, 2014 [O. Reg. 137/15: GENERAL] S.O. 2014, c.11, Sched 1:  
Publisher: Ontario Ministry of Education  
The link to this online textbook will posted on the course LMS site.

Education Act. R.S.O. 1990, c. E.2 [O.Reg.224/10: Full Day Junior Kindergarten and Kindergarten] (June 30, 2017):  
Publisher: Ontario Ministry of Education  
The link to this online textbook will posted on the course LMS site.

Early Childhood Educators Act, 2007, S.O. 2007, c.7, Sched 8. ( January 1, 2022):  
Publisher: Ontario Ministry of Education  
Early Childhood Educators Act, 2007, S.O. 2007, c.7, Sched 8. ( January 1, 2022):

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1.Describe how the various types of of early learning	1.1 Recognize the social and economic factors that have created the need for families to have access to quality childcare



	<p>programs are available to meet the needs of families.</p>	<p>in Canada.</p> <p>1.2 Restate the indicators of quality early learning programs and discuss the benefits of affordable, accessible, and quality early learning programs.</p> <p>1.3 Compare the range of early years and childcare programs, services and resources that are currently available in Ontario to meet the needs of children and families.</p>
	<p><b>Course Outcome 2</b></p>	<p><b>Learning Objectives for Course Outcome 2</b></p>
	<p>2. Identify and discuss the relevant regulations, policies, and guidelines that that influence early childhood education.</p>	<p>2.1 Discuss how early childhood education programs are aligned with standards, policies, procedures, and practices the dignity and rights of children and families in compliance with covered by the Canadian Charter of Rights and Freedoms, (1982), the Ontario Human Rights Code,(1990), and the United Nations Convention on the Rights of the Child, (1990).</p> <p>2.2 Explain the importance and impact of the following documents: Truth and Reconciliation Commission of Canada: Call to Action (2015) the Employment and Social Development Canada, Indigenous Early Learning and Child Care Framework (2017) and Metis Nation Early Learning and Child Care Accord (2019) as well as, the Journey Together, Ontario`s Commitment to Reconciliation with Indigenous Peoples (2016) on the early years sector.</p> <p>2.3 Discuss the various governmental legislation that impacts the early years sector in the Province of Ontario, including the Early Childhood Educators Act, (2007), the Child Care and Early Years Act, (2014), the Education Act, (1990)</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Describe the current learning theories and evidence based pedagogical approaches that are reflected within early years and childcare settings in Ontario.</p>	<p>3.1 Recognize and explain the Six Guiding Principles outlined in the document Excerpts from ELECT 2014) that outline a shared understanding of child development and learning.</p> <p>3.2. Discuss the pedagogical approach reflected with early learning programs that nurtures learning and development in the early years as outlined in the following documents: How Does Learning Happen? (2014) and The Kindergarten Program 2016 )</p> <p>3.3. Identify and discuss the foundations of learning (well-being, engagement, belonging and expression) that are embedded in all aspects of early years programs to ensure optional learning and healthy development.</p>
	<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
	<p>4. Explain the role and responsibilities of a professional early childhood</p>	<p>4.1. Discuss and reflect on the skills, knowledge, and values that professional early childhood educators bring to the early learning program.</p>

	educator.	<p>4.2 Explain the role and mandate of the College of Early Childhood Educators (CECE) as regulator of the early childhood education profession in the province of Ontario.</p> <p>4.3 Recognize each of the six key areas of professional expectations contained within the current College of Early Childhood Educators (CECE) Code of Ethics and Standards of Practice .</p> <p>4.4. Discuss the importance of professional expectations that require early childhood educators to demonstrate respect and honour the uniqueness and diversity of children and families within the program</p> <p>4.5. Define and explain the terms diversity, culture, social identities, culturally responsive relationships, and bias.</p> <p>4.6 Discuss how personal beliefs and biases influence professional practices and engage in critical reflection about personal beliefs and biases in order to be aware of how they frame a personal view of the child and professional practice.</p> <p>4.7 Discuss post diploma opportunities professional early childhood educators consider as part of their continuous learning practice</p>
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Explain the significance of the practice of observing, documenting, and reflecting as an essential component of quality early learning programs.	<p>4.1 Explain each component of the the observation cycle (observe, document, reflect) and discuss how this practice impacts curriculum.</p> <p>4.2 Outline various types of observations methods typically practiced in early learning programs.</p> <p>4.3 Compare anecdotal and spontaneous observation methods.</p> <p>4.4 Review the regulations, guidelines, and best practices related to conducting observations within an early learning program.</p> <p>4.5. Analyze anecdotal observations to determine the quantity of required information and the quality of the objective and descriptive writing.</p> <p>4.6 Practice the observation cycle using the Four Foundations and the Developmental Domains as a pedagogical lens for reflection.</p>

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Projects	80%
Tests / Quizzes	20%

## CICE Modifications:

### Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student



6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** September 7, 2022

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

