## COURSE OUTLINE: ED0135 - INTRO TO ECE

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

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| **Course Code: Title** | ED0135: INTRO TO EARLY CHILDHOOD EDUCATION |
| **Program Number: Name** | 1120: COMMUNITY INTEGRATN |
| **Department:** | C.I.C.E. |
| **Semesters/Terms:** | 18F |
| **Course Description:** | Through experiential learning and discussion, students will gain a general understanding about the Early Childhood Education field. The roles and responsibilities needed to work with young children will be examined. Students will be introduced to the professional standards and practices that are required for working in a variety of early learning settings. |
| **Total Credits:** | 3 |
| **Hours/Week:** | 3 |
| **Total Hours:** | 45 |
| **Prerequisites:** | There are no pre-requisites for this course. |
| **Corequisites:** | There are no co-requisites for this course. |
| **Essential Employability Skills (EES) addressed in this course:** | 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.<br>EES 2   Respond to written, spoken, or visual messages in a manner that ensures effective communication.<br>EES 5   Use a variety of thinking skills to anticipate and solve problems.<br>EES 6   Locate, select, organize, and document information using appropriate technology and information systems.<br>EES 8   Show respect for the diverse opinions, values, belief systems, and contributions of others.<br>EES 10  Manage the use of time and other resources to complete projects. |
| **Course Evaluation:** | Passing Grade: 50%, D |
| **Other Course Evaluation & Assessment Requirements:** | Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade to be eligible to register for the subsequent Eco-requisite courses, ED131, ED136 and ED137. Students will need all field practice requirements verified by the Field Placement Officer in order to complete course work. |
| **Books and Required Resources:** | Anti-Bias Education for Young Children & Ourselves by Derman-Sparks<br>Publisher: National Association for the Education of Young Children<br>ISBN: 9781928896678<br><br>Art of Awareness:How Observation Can Transform Your Teaching by Curits and Carter<br>Publisher: REDLEAF PRESS<br>ISBN: 9781605540863 |
| **Course Outcomes and** | Upon successful completion of this course, the CICE student, with the assistance of a Learning |

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**Learning Objectives:**

Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

| Course Outcome 1 | Learning Objectives for Course Outcome 1 |
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| identify relevant legislation, regulations, policies, and evidence-based practice guidelines related to early childhood education settings. | • identify the purpose of various types of government legislation and curriculum documents<br>• identify the purpose of ethical and professional standards and relate this understanding to the CECE Code of Ethics and Standards of Practice<br>• identify the process one can use to resolve ethical dilemmas<br>• describe policies outlined in the Sault College Code of Conduct and the ECE Field Practice Policies Manual<br>• clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty |
| **Course Outcome 2** | **Learning Objectives for Course Outcome 2** |
| act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children, within the context of his/her family, culture and society | • define areas of diversity and an anti-bias approach<br>• recognize and express the value of diversity and commonality that exists among individuals<br>• examine personal attitudes which may interfere with the formation of an anti-bias philosophy<br>• explore resources that help to expand awareness about diversity and provide information about methods to challenge biases<br>• communicate respectfully, positively and openly in all communications by being aware of and acting on judgmental or biased perspectives<br>• identify skills required to combat bias, prejudice and discrimination |
| **Course Outcome 3** | **Learning Objectives for Course Outcome 3** |
| analyze and implement a variety of observational methods and strategies. | • identify the reasons for observing young children<br>• distinguish between objective and subjective observations and describe their crucial differences<br>• describe the variety of different observational methods<br>• compare the advantages and disadvantages of each type of observational method<br>• analyze recorded observations for accuracy of technique<br>• develop strategies to record observational data that demonstrates professionalism and maintains confidentiality<br>• document and report observations in a professional manner |
| **Course Outcome 4** | **Learning Objectives for Course Outcome 4** |
| apply principles of early learning pedagogy to curriculum and program development | • select quality literature appropriate for children at varying stages of development<br>• identify several literacy building strategies that can be used in story-sharing experiences<br>• plan and present a story-sharing experience to a small group of children effectively<br>• identify local organizations that provide appropriate early years resource materials |

| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
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| act in a professional manner | Ã¢â`¬Â¢ use self-reflection and self-evaluation skills in an ongoing manner<br>Ã¢â`¬Â¢ contribute oneÃ¢â`¬â ¢s own ideas, opinions and information while demonstrating respect of those of others<br>Ã¢â`¬Â¢ communicate information comprehensively, concisely, accurately, objectively and in a timely manner<br>Ã¢â`¬Â¢ apply an accepted standard of writing, grammar, spelling and format (including APA citations and referencing) to all submitted documents<br>Ã¢â`¬Â¢ comply with ECE Confidentiality Policy, The ECE Program Guide, the Sault College Student Code of Conduct |

**Evaluation Process and Grading System:**

| Evaluation Type | Evaluation Weight | Course Outcome Assessed |
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| Assignments | 60% | |
| Content Integration | 20% | |
| Reading Reflections | 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.

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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

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| **Date:** | August 27, 2018 |
| | Please refer to the course outline addendum on the Learning Management System for further information. |

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