Course Code: Title	PSY0128: INTRO TO PSYCHOLOGY OF EARLY LEARNING
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	18F
Course Description:	A study of the science of psychology as it relates to early learning perspectives and best practice: including the topic areas of, 1) psychology as a discipline, 2) historical early learning philosophies, 3) non-Western early learning perspectives, 4) modern early learning perspectives. Psychological learning theories and concepts will be studied with the intent that students recognize how these theories are integrated into early learning methods and best practices. Students will have the opportunity to compare and contrast different perspectives on early learning, as well as recognize a variety of theoretical approaches to early learning.
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.
This course is a pre-requisite for:	CYC0153, ED 089
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. 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.
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	Educational Psychology: Theory & Practice by Robert Slavin Publisher: Pearson Education Edition: 12th ISBN: 13-978-0-13-452428-3

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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. Demonstrate familiarity with the main concepts, issues, evolution and science of the study of early learning, recognizing the major concepts, ethics, theoretical approaches and historical development of the general field of psychology.	1.1 Communicate the nature of psychology as a discipline and the variety of psychological disciplines in the field. 1.2 Demonstrate knowledge of relevant terminology, ethical issues, and historical development of psychology. 1.3 Differentiate between the major theoretical approaches to psychology. 1.4 Explain the importance of cultural competence in the field of psychology and the importance of cross cultural research in early learning psychology. 1.5 Communicate basic understanding of the concepts, design, issues and ethics in psychological research, including the essential element of critical thinking. 1.6 Outline the field of early learning psychology, its origins and contemporary perspectives. 1.7 Critically assess personal assumptions about early learning.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Summarize the core principles of key early learning philosophers.	2.1 Identify various historical philosophical perspectives on early learning. 2.2 Identify the key thinkers associated with each philosophical perspective.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Describe a variety of learning perspectives from non-Western societies.	3.1 Identify and describe a variety of learning perspectives of non-Western societies. 3.2 Relate early learning perspectives of non-Western societies to their world view. 3.3 Compare and contrast learning perspectives of non-Western societies with contemporary learning perspectives & theories.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Interpret early learning through key modern theoretical early learning perspectives.	4.1 Identify the strengths and weaknesses of key modern theoretical perspectives on early learning. 4.2 Summarize the core components of each theoretical perspective. 4.3 Differentiate the major theoretical perspectives of early learning. 4.4 Identify the key theorists associated with each theoretical perspective.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Connect modern early learning theories with current trends and best practice.	5.1 Identify and describe current trends and best practices in modern early learning. 5.2 Identify the theoretical perspectives that have been integrated into modern early learning practices and methods. 5.3 Employ different theoretical perspectives to compare and contrast a variety of early learning practices and methods.

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Course Outcome 6	Learning Objectives for Course Outcome 6
6. Research and demonstrate how modern early learning theoretical perspectives are integrated into best practices and methods.	6.1 Describe how current trends and best practice in early learning integrate a variety of theoretical perspectives. 6.2 Identify the theoretical perspectives that have been integrated into modern early learning practices and methods. 6.3 Independently locate a variety of appropriate resources related to early learning practices. 6.4 Identify, research and demonstrate how modern early learning perspectives are integrated into best practices and methods.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Class Activities	10%	
Project	20%	
Response Papers (2 x 15%)	30%	
Tests (2 x 20%)	40%	

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, 2018

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