

I. COURSE DESCRIPTION:

This course is designed to orient students to the various facets of the Early Childhood Educator role. It will involve a balance of college classroom instruction and a supervised fieldwork practicum. Students will be prepared in the professional standards and practices that are required for working in varied child care fields. Skills, knowledge, and attitudes gained will enable the student to consistently demonstrate the competencies expected of a beginning early year's educator.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. **articulate professional ethics and display professionalism**

Potential Elements of the Performance:

- behave and perform in compliance with the Early Childhood Education Program Guidelines as well as the AECEO Code of Ethics
- display dependability and reliability
- maintain confidentiality at all times
- show sensitivity and respond appropriately to both verbal and non-verbal communication with others

2. **apply relevant policies and procedures to early childhood programs**

Potential Elements of the Performance:

- identify the regulatory bodies responsible for child care
- describe the tasks and responsibilities of early childhood educators
- demonstrate practices used to maintain the health and safety of young children
- identify the impact of personal health practices on the early childhood educator

3. **develop and implement age-appropriate lesson plans and teaching techniques**

Potential Elements of the Performance:

- choose developmentally appropriate and quality literature for children
- present a storybook to children during field work practicum
- critique own storytelling skills
- develop a repertoire of techniques that teachers can use with children

III. TOPICS:

1. Professionalism, Ethics and Confidentiality
2. Expectations of Placements and Employers and Preparing for Fieldwork
3. Universal Precautions and Maintaining Personal Health
4. Making a Great First Impression & Practical Skills needed for ECE
5. Storytelling Techniques
6. Research Strategies and Writing Effective Lesson Plans

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

A Practical Guide to Early Childhood Curriculum, Eliason and Jenkins, Prentice-Hall Publishing, 2003

Creative Art for the Developing Child 3rd Ed. Clare Cherry, Revised Dianne Miller Nielsen. McGraw-Hill Children's Publishing, 1999.

Student Daily Planner, Campus Shop or own resources

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance and Participation: **worth 10%**

Since students are expected to demonstrate professionalism in the ECE field, students must attend and participated in the field work in-class preparation prior to attending placement.

Time Management Assignment – **worth 10%**

Since time management skills are essential to success as a college student and as a professional in the ECE field, students will be required to set up an effective time management system. Criteria for this assignment and due date will be explained in class.

Quiz - **worth 10%**

Students will be tested on information related to student and fieldwork policies and procedures that have been covered in this course. The quiz will be delivered on the last day of in-class field preparation.

Storybook Presentation - (2 stories @5% each) **worth 10%**

Each student will choose two storybooks and present each story to the children at his/her fieldwork placement. The placement-supervising teacher must approve the choice of storybook prior to presentation. The placement supervising teacher will evaluate the storybook presentation. The submission date for the evaluation forms to the college faculty will be discussed in class.

Observation Checklist: (2 Observations @5% each) **worth 10%**

Students will develop a repertoire of techniques that teachers can use with children. Therefore, each student will be required to complete two different checklist / observation forms in their fieldwork placement. The submission date for the observation checklists to the college faculty will be discussed in class.

Field Work Practicum - **worth 50%**

Students will attend 9 days of fieldwork placement. Each placement day is worth 5.6%. **Any days of placement that are missed must be made up prior to the end of the semester.**

**** Students must complete all course requirements and assignments, as well as, receive a satisfactory (S) on their final field work evaluation in order to be successful in this course.***

The following semester grades will be assigned to students in post-secondary courses:

<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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Important Notes to Students:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
3. Late submissions ***will be deducted 5% per day.***
4. Assignments ***more than one week late will not be accepted.***
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

Tests/Quizzes:

1. Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.