



## I. COURSE DESCRIPTION:

This course introduces the student to both theoretical and practical techniques of creating a positive learning environment for the young child. A collaborative approach of educating children in a variety of settings utilizing developmentally appropriate practices is emphasized. Through theory and related practical experience, the student will develop a personal style of teaching and will practice skills in guiding the behavior and learning of young children.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

### 1. **Outline the Components of Developmentally Appropriate Programs for Children.**

Potential Elements of the Performance:

- Describe the characteristics of various types of settings providing care & education for young children
- Discuss staff roles and responsibilities in various child care settings
- Describe and evaluate the personal qualities of an effective Teacher of young children
- Examine the role of MCFCS and interpret sections of the DNA as they pertain to licensed child care
- Articulate the ethics of the Early Childhood Teaching profession, and explore issues of confidentiality

### 2. **Explain the Emotional Significance of Schedules and Routines**

Potential Elements of the Performance:

- Outline how room arrangements support positive interactions and self-directed learning
- Discuss the impact of schedules, routines, and the environment on the behaviour of young children
- Describe effective teaching strategies for dealing positively with children, and for setting and following through on limits

3. **Detail the Elements of the Environment Which Promote Physical Development, Communication Skills, and Creativity**

Potential Elements of the Performance:

- Outline the principles of normal physical development
- Assess children's gross-motor development and determine methods of expanding large muscle play
- Outline supportive strategies to guide children's physical experiences
- Determine how to help children develop curiosity about their world through sensory exploration
- Suggest developmentally appropriate perceptual-motor and sensory activities
- Determine methods of promoting creativity and self-expression

4. **Describe Methods of Promoting the Developmentally Appropriate Expression of Feelings and Competency in and Communication Skills**

Potential Elements of the Performance:

- Improve children's communication skills
- Interpret and reflect children's feelings in order to promote appropriate modes of self-expression
- Outline elements of a curriculum which foster the establishment of basic healthy attitudes
- Determine the teaching behaviours which contribute to the child's emotional health
- Suggest teaching strategies for responding sensitively to child behaviour and for facilitating positive interactions
- Outline supportive strategies for fostering pro-social skills

5. **Outline the Components of Good Working Relationships.**

Potential Elements of the Performance:

- Identify practical strategies for maintaining open communication with co-workers and parents
- Determine how to include children in crisis situations and to cope with emotional events
- Describe the elements of successful teams
- Suggest methods of team problem-solving

**III. TOPICS:**

1. Child Care Settings and Professional Roles
2. Elements of a Good Program and Developmentally Appropriate Practice
3. Fostering Creativity through Play
4. Fostering Physical Development and Well-Being
5. Establishing an Emotionally Healthy Climate
6. Team Building

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- The Whole Child, 6th ed., Joanne Hendrick, Karen Chandler, Prentice Hall, 1996
- Day Nurseries Act: Revised Statutes of Ontario, August 9, 2002
- WebCT Access
- Developmentally Appropriate Practice in Early Childhood Programs. Brdekamp/Copple (Editors). NAEYC (Revised) c1997
- Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education 3<sup>rd</sup> Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2004.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Achievement of course learning outcomes will be achieved as follows

<b>Attendance and Participation</b>	<b>25%</b>
<b>Mid-Term Test</b>	<b>15%</b>
<b>Final Test</b>	<b>20%</b>
<b>Assignments</b> (dates and assignments to be discussed in class)	<b><u>40%</u></b>
<b>Total</b>	<b>100%</b>

The following semester grades will be assigned to students in postsecondary 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.

**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.