

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Philosophy and Ethics of Teaching Children

CODE NO. : ED268 **SEMESTER:** Three

PROGRAM: Early Childhood Education

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DATE: Sept. 2004 **PREVIOUS OUTLINE DATED:** Sept. 2003

APPROVED:

	_____ DEAN	_____ DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	ED110	
HOURS/WEEK:	2	

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

I. COURSE DESCRIPTION:

In order to develop an effective educational perspective and philosophy of Early Childhood Education for our time, the evaluation of ideas about Early Childhood Education in western civilization is traced, and relevant writings are examined. In depth comparisons of contemporary programs are made. Students will examine professional ethics and issues related to the child care field. As a result, the individual student will develop a personal philosophy of working with young children

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Examine and analyze contemporary philosophies of education and the programs reflecting these approaches.**

Potential Elements of the Performance:

- acquire a historical perspective of child development views and practices and examine their influence on contemporary programs
- utilize relevant literature, research and other pertinent information available to examine and report on various educational approaches

2. **Examine current issues that impact on the education of young children.**

Potential Elements of the Performance:

- explore current government child care policy
- investigate issues related to the availability, affordability and quality of child care
- outline supportive services for changing families

3. **Examine personal values and beliefs and how they influence a personal philosophy of early childhood education.**

Potential Elements of the Performance:

- examine the need for a philosophy of education
- use available resources and participate in discussions which will effect personal and professional change
- advocate for services to children and families and for the early childhood education profession

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below

1. Historical study of child care
2. Child care issues
3. Changing Families
4. Quality Canadian child care
5. Ethics/ and Advocacy in child care
6. An in-depth examination of child care approaches
7. Working with the D.N.A.
8. Evaluating teaching philosophies

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Approaches to Early Years Learning. A Practical Guide for Parents and Professionals. Association of Day Care Operators of Ontario. 2002.

Developmentally Appropriate Practice in Early Childhood Programs. Sue Bredekamp and Carol Copple. NAEYC Press. 1997.

V. EVALUATION PROCESS/GRADING SYSTEM:

Seminar (researched presentation and write-up)	20%
Articles (5)	20%
Assignments and Activities	35%
Tests (2)	25%

This is a “process” course, and class participation is **crucial**

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

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:

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 post-secondary 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.