SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	Philosophy and Ethics of Teaching Children
CODE NO. :	ED 268 **SEMESTER:** Three
PROGRAM:	Early Childhood Education
AUTHOR:	Andrea Welz 759-2554 ext. 2563 andrea.welz@saultcollege.on.ca
DATE:	Sept. 2007 **PREVIOUS OUTLINE DATED:** Sept. 06
APPROVED:	

                        CHAIR, COMMUNITY SERVICES   **DATE**

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

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 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.   **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 approaches.
- compare a variety of contemporary approaches

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

Potential Elements of the Performance:
- explore current government child care roles
- investigate issues related to the availability, affordability and quality of child care
- examine various early development initiatives
- identify changes in the family

3.   **Develop a personal philosophy of early childhood education within the framework of ethical and professional standards** *(Reflection of CSAC Vocational #8)*

Potential Elements of the Performance:
- examine personal values and beliefs and how they influence a personal philosophy of early childhood education
- use available resources and participate in discussions which will effect personal and professional change
- identify qualities of an early childhood professional
- resolve ethical dilemmas

4. **advocate on behalf of the profession and the children and families they work with**

   Potential Elements of the Performance:
   - understand the role of advocacy in early childhood education
   - research various organizations advocating on behalf of early childhood development and early childhood educators.
   - communicate effectively with others

III. **TOPICS:**

1. Historical study of child care
2. Early years initiatives
3. Early childhood education approaches
4. The state of child care in Canada
5. Ethics
6. Professionalism
7. The role of governments related to early childhood education
8. Advocacy in early childhood education

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

- Gestwicki, C., and Bertrand, J. (2008). ***Essentials of Early Childhood Education*** (3rd ed.) Scarborough: Thomson Canada

TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE

- Haig,, J., Raikes, G., Sutherland, V. (2006). ***Cites and Sources.*** Canada: Thomson Canada. *(previously purchased)*

- Machado, J. and Botnarescue, H. (2005). ***Student Teaching: Early Childhood Practicum Guide.***   U.S.A.: Thomson Delmar Learning. *(previously purchased)*

SUGGESTED RESOURCE

- Heineck, K. (2004). ***Women, Power and Politics***. Canada: Ontario Coalition for Better Child Care
  (students received this booklet at last year's Advocacy event)

V.   EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS   55%
- Advocacy   30%
- Personal Philosophy   25%

TESTS (2)   **30%**

IN-CLASS/WEEKLY ASSIGNMENTS   15%
Various in-class/weekly assignments will be handed in
and/or reported on in class

Note
- There may be some **evening presentations**.   Dates will be announced two weeks prior to the presentation. Attendance is mandatory.
- This is a "process" course, and class participation is **<u>crucial</u>**

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

Grade	Definition	Grade Point Equivalent
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 2703 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 Code of Conduct*. 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.

Communication:
The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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

<u>Specific Class Information</u>
Assignments:
- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If <u>major</u> assignments are late, <u>both</u> the following steps must be taken in order for the assignment to be evaluated;
    1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
    2. The instructor will be notified, through WebCT, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment <u>must</u> be included. A reply will be sent back to you indicating that the material has been received.
- All assignments are to be <u>typed</u> unless otherwise stated.   All ideas and direct quotations must be documented using APA style. Please refer to the section above about Plagiarism.
- In-class or weekly assignment are due on the assigned date.   These assignments will not be accepted after that date, as they are a part of class work and discussions.
- 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
- 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.

Tests/Quizzes:
- 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.

Learning Environment:
In the interest of providing an optimal learning environment, students are to follow these expectations;
- Students should be aware that the expectations for their conduct in class are outlined in the *Student Code of Conduct.*
- Late students are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material.
- Students are to keep private conversations and other distracting behaviours out of the classroom.
- Leaving the room should be for emergency reasons only. Use the bathroom before coming to class and come prepared with tissues and other necessities.

Missed Classes
If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.