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

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DATE: Sept. 2008   **PREVIOUS OUTLINE DATED:** Sept. 07

APPROVED: "Angelique Lemay"

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                    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:
       - identify current government child care roles; federal, provincial and municipal
       - investigate issues related to the availability, affordability and quality of early learning programs
       - examine various early learning initiatives

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 learning 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:

- Bertrand, J. (2008). ***Understanding, Managing and Leading Early Childhood Programs in Canada.*** Toronto: Thomson Canada Ltd.

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)*

- Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). ***Science of Early Child Development.*** [online resource]. Winnipeg, MB.: Red River College. Retrieved from http://www.scienceofecd.com

- 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
    (some students may have received this booklet at the AECEO 2008 conference)

V.   EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS   35%
- Advocacy   15%
- Personal Philosophy   20%

TESTS (2)   30%

IN-CLASS/WEEKLY ASSIGNMENTS   35%
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 **crucial**

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.	

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 postsecondary institutions.

Communication:
The College considers **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.

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.

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

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

<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 LMS, 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.
- Late, major assignments ***will be deducted 5% per day*** (20% maximum deduction). Major assignments, ***more than one week late, will not be accepted***.
- 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 assignments 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. Students should 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

Tests/Quizzes:
- Tests/Quizzes must be completed on the date scheduled. If students are 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 out of the classroom.

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.