SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Quality Assurance in Early Childhood Settings

CODE NO. : ED 275   **SEMESTER:** Three

PROGRAM: Early Childhood Education

AUTHOR: Andrea Welz   759-2554   ext. 2563
andrea.welz@saultcollege.on.ca

DATE: Sept. 2009   **PREVIOUS OUTLINE DATED:**

APPROVED: "Angelique Lemay"

           CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): ED110

HOURS/WEEK: 4

I.   COURSE DESCRIPTION:

An examination of current issues, social and governmental policies, advocacy, professional standards and the administrator's role will provide students with an understanding of the importance of quality in Early Childhood settings. Throughout this exploration, students will be challenged to develop their own philosophy of early childhood education by gaining an insight into the relationship between quality and the evolution of early childhood education.

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 and examine their influence on quality programming**. *(Reflection of CSAC Vocational #8)*

       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 relevant legislation, policies, procedures, regulations, and issues that impact on the education and care of young children.** *(Reflection of CSAC Vocational #7)*

       Potential Elements of the Performance:
       - understand the roles of government: federal, provincial and municipal
       - identify current government child care roles; federal, provincial and municipal
       - identify the impact of regulatory bodies, social policy, funding and administrative practices on early learning programs and policy.
       - identify issues related to quality child care
       - describe the tasks and responsibilities of early childhood educators in relation to legislation, licensing, policies, and procedures
       - identify the role of the administrator as outlined in the Ontario DNA
       - assess environments for children
       - examine policies that reflect current legislative requirements
       - describe the elements of licensing covered under the Ontario Day Nurseries Act

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
    - ensure congruency between one's personal philosophy of early childhood education and current research and legislation
    - 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** *(Reflection of CSAC Vocational #7 and 8)*

    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

5. ***Develop and maintain effective interpersonal communication with families, co-workers, employers, and individuals/agencies.*** *(Reflection of CSAC Vocational #6)*

    Potential Elements of the Performance:
    - ensure that information is comprehensive, concise, factual and objective
    - demonstrate respect for diversity by monitoring and modifying interactions
    - demonstrate effective teamwork and team membership through effective collaboration and consultation
    - identify policies and procedures that build a co-operative working environment

III. TOPICS:

1   Defining Quality
2. Historical study of child care
3. The state of child care in Canada
4. The role of governments related to early childhood education
5. Governance
6   Administration: Operations, Financial Management, Human Resources
7. Professionalism
8. Personal philosophy
9. Advocacy in early childhood education
10. Early childhood education approaches

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

- Harms, T and Cryer, D. (1999). ***Video Guide and Training Workbook for ECERS-R.*** Teachers College Press

- Ontario Ministry of Child and Youth Services. (2007). ***Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007***   Not available in the bookstore.
  Can be downloaded from. http://www.gov.on.ca (will be discussed in class)

- Ontario Ministry of Child and Youth Services. (1999) ***Early Years Study.*** Not available in the bookstore.
  Can be downloaded from. http://www.gov.on.ca (will be discussed in class)

- Ontario Ministry of Child and Youth Services. (2007) ***Investing in Quality.*** Not available in the bookstore.
  Can be downloaded from. http://www.gov.on.ca (will be discussed in class)

- Recordable CD

TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE

- Haig, J., MacMillan, V., Raikes, G. (2010). ***Cites and Sources. 3rd Edition***. Canada: Thomson Canada.   (previously purchased)

- Harms, T., Clifford, R., and Cryer, D. (2005). ***Early Childhood Environment Rating Scale, Revised Edition and Updated.*** Teachers College Press

- 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

- Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** N.J.: Pearson Education.

SUGGESTED RESOURCE

- Heineck, K. (2004). ***Women, Power and Politics***. Canada: Ontario Coalition for Better Child Care

V.   EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS   40%
- Advocacy   10%
- Gatekeeper of Quality   15%
- Personal Philosophy   15%

TESTS (2)   40%

IN-CLASS/WEEKLY ASSIGNMENTS   20%
Various in-class/weekly assignments/quizzes 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:

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:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C", (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

<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.