

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



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.ca

DATE: Sept. 2011 **PREVIOUS OUTLINE DATED:** Sept 10

APPROVED: "Angelique Lemay" July 2011

	CHAIR	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	ED110	
HOURS/WEEK:	4	

Copyright ©2011 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay, Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

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 VLO #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 VLO #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 VLO #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 VLO #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.

5. **act in a professional manner** *(Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6)*

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- demonstrate reflective practice.

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:

- College of Early Childhood Educators (2011) Professional Standards.
Not available in the bookstore. Only portions will be used. It can be downloaded from <http://collegeofece.on.ca> (will be discussed in class)
- 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 or memory stick

TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE

- Haig, J., MacMillan, V., Raikes, G. (2010). **Cites and Sources. Revised 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. (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> (previously purchased)
- Kostelnik, M., Soderman, A., and Whiren, A. (2004) **Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education**. N.J.: Pearson Education. (previously purchased)

V. EVALUATION PROCESS/GRADING SYSTEM:

ASSIGNMENTS..... 40%

1. Gatekeeper of Quality 15%
By interviewing a supervisor, students will learn more about the role of a supervisor and the operations of early learning programs.
2. Professional Awareness Journal 25%
Using their journal, students will reflect on their learning to help them develop a personal philosophy of education.

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. If major assignments are late, both 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 professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day, including weekends. There will be a (20% maximum deduction. Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- 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.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

IN-CLASS EXPERIENCES 15%

A number of in-class learning experiences will be offered. These experiences are designed to engage students in their learning. Students will be expected to come to class prepared.

PROFESSIONAL PRACTICE 5%

Students will have the opportunity to develop the professional skills required for the ECE field

TESTS (2) 40%

- Tests 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.
- Students arriving late after other classmates have left the testing area will not be able to write the test.

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 **crucial**

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**

The following semester grades will be assigned to students:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

ECE Program Manual:

Students are expected to be familiar with and adhere to the policies and practices outlined in the ECE Program manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.