

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: An Introduction to Early Childhood Education

CODE NO. ED135 **SEMESTER:** 1

PROGRAM: Early Childhood Education

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DATE: Sept. 2013 **PREVIOUS OUTLINE DATED:** 2012

APPROVED: *"Angelique Lemay"* *Aug. 2013*

	DEAN	DATE
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TOTAL CREDITS: 3 credits

PREREQUISITE(S): none

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

Through experiential learning and discussion students will gain a general understanding about the Early Childhood Education field. The roles and responsibilities needed to work with young children will be examined. Students will be introduced to the professional standards and practices that are required for working in a variety of early learning settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. ***Explain relevant legislation, policies, procedures, and regulations to early childhood education programs and settings.*** (Reflection of Early Childhood Education Program Standards Vocational Learning Outcomes (VLO) #7))

Potential Elements of the Performance:

- describe policies outlined in the Sault College Code of Conduct and the ECE Field Practice Policies Manual.
- clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty.
- identify the purpose of various types of government legislation and professional organizations.
- Identify the purpose of ethical and professional standards

2. ***Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children, within the context of his/her family, culture and society*** (Reflection of VLO #2, 4)

Potential Elements of the Performance:

- define areas of diversity
- develop a knowledgeable, confident identity as an individual and as a member of multiple diverse groups in Canadian society
- recognize and express the value of diversity and commonality that exists among individuals
- promote an environment of mutual respect
- examine personal attitudes which may interfere with the formation of an anti-bias philosophy
- use skills required to combat bias, prejudice and discrimination
- develop strategies that promote respectful interactions with children, staff, families and their communities in a respectful, accepting manner

3. **Analyze and implement a variety of observational methods and strategies.**

(Reflection of VLO #3, 6)

Potential Elements of the Performance:

- identify the reasons for observing young children
- distinguish between objective and subjective observations and describe their crucial differences
- describe the variety of different observational methods
- compare the advantages and disadvantages of each type of observational method
- analyze recorded observations for accuracy of technique
- develop strategies to record observational data that demonstrates professionalism and maintains confidentiality

4. **develop a repertoire of developmentally appropriate teaching strategies**

(Reflection of VLO #1)

Potential Elements of the Performance:

- select quality literature appropriate for varying age groups
- present literature to children effectively
- develop a several literacy building strategies through book reading
 - acknowledge children positively
- identify local organizations that provide appropriate early years resource materials

5. **act in a professional manner** (Reflection of VLO #8, 10 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:

- ECE program and professional legislation, policies, procedures
- Roles and responsibilities of early childhood educators
- Confidentiality
- Selecting and presenting developmentally appropriate, quality children's reading material
- Locating resources to support early childhood education
- Introduction to observing and recording young children's behaviour
- Building relationships by acknowledging children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

MATERIALS

1. Name Tag – details will be discussed in class
2. Field Practice Requirements – A number of assignments in this course require you to spend time in the Child Development Centre (CDC) working with children. In order to do this, you must meet the following requirements, some which are legislatively required (DNA), before spending time at the centre. Failure to do so by the above due date, will impact your ability to complete these assignments.
Please ensure that the following documents are cleared the with the Field Placement Officer;
 - Current **Police Records Search**
 - Immunization and Health Record Form:
 - WHMIS training
 - Current First Aid /CPR
 - Anaphylaxis Review (done in ED124 Healthy Foundations)
 - Child Abuse Orientation (done in ED124 Healthy Foundations)
 Details about the requirements can be found in your Field Practice Manual – Policies pp. 4-8.
3. **Blue 2” Binder with Sault College logo** – this will be used in field placement. Your Field Practice Manual and field minimum requirements will be kept in this binder.
4. **Card-stock paper folder - solid colour**

TEXTS

1. **Field Practice Manual_ (revised May 2012)** Sault College ECE Faculty (In-House Publication A.K. Graphics) Sault College Bookstore
2. Wolpert, E. (2005). ***Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.*** MN: Redleaf Press.(will be used in other semesters)
3. 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. Only portions will be used. It can be downloaded from <http://www.gov.on.ca>. (will be discussed in class)
4. 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)

TEXTS purchased in other courses and also used in this course

5. ***Day Nurseries Act Early Childhood Educators (2nd ed.)***. Toronto: Nelson Publishing

V. EVALUATION PROCESSING/GRADING SYSTEM

ASSIGNMENTS 55%

Note: In order to complete these assignments you must have your Field Practice Requirements cleared by the Field Placement Officer.

- 1. Observations 40%
Students will develop their observation skills by recording written observations of children engaged in play..
- 2. Reading to Children: Practice 15%
This assignment provides students with an opportunity to learn how to select and present developmentally appropriate reading material for young children.

- 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. During these experiences students will also have the opportunity to develop professional skills required for the field.

TESTS (2) 30%

- 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.

Evaluation cont'd...

- Students must receive a minimum of a “**C**” (**2.0 G.P.A.**) in **Teaching Method I and Introduction to Early Childhood Education in order** to proceed to next semester’s co-requisite courses.; Teaching Methods II, Seminar II and Field Practice II.
- Students must submit the required field practice documents to the Field Placement Officer, as outlined in the ECE Field Practice Policy 4.A. If students do not meet this requirement they will not be able to register for Field Practice II and the co-requisite course, Teaching Methods II and Seminar II.
- A **minimum of an overall 2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>
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:

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

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.

VII. COURSE OUTLINE ADDENDUM:

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.

Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) 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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November*, will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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



Course Outline Addendum

Course Code: ED135
Course Title: Introduction to Early Childhood Education
Professor: Andrea Welz
Date: October 31, 2013

Section: Evaluation Process/Grading System

A change has been made to the grading structure of this course.

- The assignment *Reading to Children* will be graded at 20% rather than 15%.
- The assignment *Observations* will be graded at 35% rather than 40%.

“Angelique Lemay”

Nov. 2013

Angelique Lemay, Dean
School of Community Services and
Interdisciplinary Studies

Date