

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:** One

PROGRAM: Early Childhood Education

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DATE: Sept. 2016 **PREVIOUS OUTLINE DATED:** 2015

APPROVED: "Angelique Lemay" June/16

DEAN

DATE

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. **identify relevant legislation, regulations, policies, and evidence-based practice guidelines related to early childhood education settings.** *Reflection of VLO * #7*

Potential Elements of the Performance:

- identify the purpose of various types of government legislation and curriculum documents
- identify the purpose of ethical and professional standards and relate this understanding to the CECE Code of Ethics and Standards of Practice
- identify the process one can use to resolve ethical dilemmas
- 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

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 and 6*

Potential Elements of the Performance:

- define areas of diversity and an anti-bias approach
- recognize and express the value of diversity and commonality that exists among individuals
- examine personal attitudes which may interfere with the formation of an anti-bias philosophy
- explore resources that help to expand awareness about diversity and provide information about methods to challenge biases
- communicate respectfully, positively and openly in all communications by being aware of and acting on judgmental or biased perspectives
- identify skills required to combat bias, prejudice and discrimination

* VLO - Ministry of Training, Colleges and Universities, (2012). ECE Program Standards Vocational Learning Outcomes. Retrieved from <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/eerchedu.pdf>

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
 - document and report observations in a professional manner

4. **apply principles of early learning pedagogy to curriculum and program development** *Reflection of VLO* #1*
Potential Elements of the Performance:
 - select quality literature appropriate for children at varying stages of development
 - identify several literacy building strategies that can be used in story-sharing experiences
 - plan and present a story-sharing experience to a small group of children effectively
 - identify local organizations that provide appropriate early years resource materials

5. **act in a professional manner** *Reflection of VLO* #6, 10 and Essential Employability Skills #1, 5 and 6*
Potential Elements of the Performance:
 - use self-reflection and self-evaluation skills in an ongoing manner
 - contribute one's own ideas, opinions and information while demonstrating respect of those of others
 - communicate information comprehensively, concisely, accurately, objectively and in a timely manner
 - apply an accepted standard of writing, grammar, spelling and format (including APA citations and referencing) to all submitted documents
 - comply with ECE Confidentiality Policy, The ECE Program Guide, the Sault College Student Code of Conduct

* VLO - Ministry of Training, Colleges and Universities, (2012). ECE Program Standards Vocational Learning Outcomes. Retrieved from <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/eerchedu.pdf>

III. TOPICS:

- ECE program and professional legislation, policies, procedures
- Roles and responsibilities of early childhood educators
- Ethical decision making
- An introduction to anti-bias approach
- Selecting and presenting developmentally appropriate, quality children's reading material
- Introduction to observing and recording young children's behaviour
- Locating resources to support early childhood education

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 and Family Centre (CFC) working with children. In order to do this, you must meet the following requirements, some which are legislatively required (CCEYA), 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
 - Workplace Violence & Harassment training (done in ED124 Healthy Foundations)
 - MOL Worker 4 Step Awareness Module (done in ED124 Healthy Foundations)
 - 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 (posted on LMS)
3. **Blue 2" Binder with Sault College logo and Dividers** – this will be used in field placement. Your Field Practice Manual and field minimum requirements will be kept in this binder.
4. Print the following documents and place into the binder (above). These are posted on LMS. Use dividers to identify each section.
 - **ECE Field Practice Policies** (posted on LMS)
 - **ECE Field Practice General Information** (posted on LMS)
 - Include another four dividers labelled *Semester Two, Time Sheet, Minimum Requirements, and Progress Review*

TEXTS

1. Curtis, D and Carter, M. (2013). *The Art of Awareness*. 2nd Ed. MN: Redleaf Press.(will be used in other semesters)
2. Derman-Sparks, L. (2010). *Anti-Bias Education for Young Children & Ourselves* USA: National Association for the Education of Young Children. (will be used in other semesters)

ON-LINE DOCUMENTS Only portions will be used. These will be discussed in class and will be posted on LMS. Other on-line resources may be added to this list.

- Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings*. Available online: <http://www.edu.gov.on.ca/childcare/oelf/>
- Or
Ontario Ministry of Education. (2014). *Excerpts from 'ELECT'*. Available on-line: <http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>
- College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice*. Available online: <http://www.college-ece.ca/Pages/default.aspx>
- Government of Ontario Publications. (1990) *Revised Statutes of Ontario*. Available online: http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm
- Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Available online <http://www.ontario.ca/laws/regulation/r15137#top>
- Ontario Ministry of Education (2016) *The Kindergarten Program* Available online: <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

V. EVALUATION PROCESSING/GRADING SYSTEM

ASSIGNMENTS **65%**

1. Bias Reflection 20%

You will examine areas of diversity/biases in our contemporary world, along with an opportunity to explore and challenge personal biases. Connections to the CECE Code of Ethics and Standards of Practice will also be made.

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

2. Observations 25%

Students will develop their observation skills by recording written observations of children engaged in play. This will be done at the Sault College Child Development Centre (CDC)

Evaluation Processing/Grading System continued.....

3. Reading to Children: Practice 20%
This assignment provides students with an opportunity to learn how to select and present developmentally appropriate reading material for young children. This will be done at the CDC.

Notes about Assignments

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with the professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class and are posted on LMS.
- 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 Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

CONTENT INTEGRATION..... 10%

A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared to discuss readings and present ideas and information. At times post-class reflections will be requested. These learning opportunities will also help you to reflect on professional skills required for the ECE field.

READING REFLECTIONS 15%

You will provide reflections about your assigned reading using the LMS dropbox system.

QUIZZES 10%

Short quizzes at the end of each module will be completed on LMS during designated non-class time periods.

- 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 courses, 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>	<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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

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.

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.

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>

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in LMS and on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.