COURSE OUTLINE: ED 135 - INTRO TO E.C.E.

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 135: INTRO TO EARLY CHILDHOOD EDUCATION
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	18F
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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	ED 270
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ED 131, ED 136, ED 137
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas. VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development. VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments. VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective

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	communication.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 10 Manage the use of time and other resources to complete projects.

Course Evaluation: Passing Grade: 50%, D

Other Course Evaluation & Assessment Requirements: Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade to be eligible to register for the subsequent Eco-requisite courses, ED131, ED136 and ED137. Students will need all field practice requirements verified by the Field Placement Officer in order to complete course work.

Books and Required Resources:

Anti-Bias Education for Young Children & Ourselves by Derman-Sparks
Publisher: National Association for the Education of Young Children
ISBN: 9781928896678

Art of Awareness:How Observation Can Transform Your Teaching by Curits and Carter
Publisher: REDLEAF PRESS
ISBN: 9781605540863

Excerpts from ELECT by Ontario Ministry of Education
http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf

Code of Ethics and Standards of Practice by College of Early Childhood Educators
http://www.college-ece.ca/Pages/default.aspx

Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education.
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm

The Kindergarten Program by Ontario Ministry of Education
http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html

How Does Learning Happen? by Ministry of Education
http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Identify relevant legislation, regulations, policies, and evidence-based practice guidelines related to early childhood education settings.	1.1 Identify the purpose of various types of government legislation and curriculum documents. 1.2 Identify the purpose of ethical and professional standards and relate this understanding to the CECE Code of Ethics and Standards of Practice. 1.3 Identify the process one can use to resolve ethical dilemmas. 1.4 Describe policies outlined in the Sault College Code of Conduct and the ECE Field Practice Policies Manual. 1.5 Clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Act in a manner	2.1 Define areas of diversity and an anti-bias approach

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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.	2.2 Recognize and express the value of diversity and commonality that exists among individuals 2.3 Examine personal attitudes which may interfere with the formation of an anti-bias philosophy 2.4 Explore resources that help to expand awareness about diversity and provide information about methods to challenge biases. 2.5 Communicate respectfully, positively and openly in all communications by being aware of and acting on judgmental or biased perspectives. 2.6 Identify skills required to combat bias, prejudice and discrimination.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Analyze and implement a variety of observational methods and strategies.	3.1 Identify the reasons for observing young children. 3.2 Distinguish between objective and subjective observations and describe their crucial differences. 3.3 Describe the variety of different observational methods. 3.4 Compare the advantages and disadvantages of each type of observational method. 3.5 Analyze recorded observations for accuracy of technique. 3.6 Develop strategies to record observational data that demonstrates professionalism and maintains confidentiality. 3.7 Document and report observations in a professional manner.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Apply principles of early learning pedagogy to curriculum and program development.	4.1 Select quality literature appropriate for children at varying stages of development. 4.2 Identify several literacy building strategies that can be used in story-sharing experiences. 4.3 Plan and present a story-sharing experience to a small group of children effectively. 4.4 Identify local organizations that provide appropriate early years resource materials.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Act in a professional manner.	5.1 Use self-reflection and self-evaluation skills in an ongoing manner. 5.2 Contribute one`s own ideas, opinions and information while demonstrating respect of those of others. 5.3 Communicate information comprehensively, concisely, accurately, objectively and in a timely manner. 5.4 Apply an accepted standard of writing, grammar, spelling and format (including APA citations and referencing) to all submitted documents. 5.5 Comply with ECE Confidentiality Policy, The ECE Program Guide, the Sault College Student Code of Conduct.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	60%	3 , 4, 5
Professional Practice	25%	5
Reading Sharings	15%	1, 2, 3, 4, 5

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Date:	September 6, 2018
	Please refer to the course outline addendum on the Learning Management System for further information.