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 288   **SEMESTER:** Four

PROGRAM: Early Childhood Education

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

APPROVED:

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                   DEAN/CHAIR   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): ED136

HOURS/WEEK: 3

Quality Assurance in   *ED288*
Early Childhood Settings

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. **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
   - describe the tasks and responsibilities of early childhood educators in relation to legislation, licensing, policies, and procedures
   - identify issues related to quality early learning programs
   - analyze a variety of philosophical theories and historical trends related to the early childhood education practice

2. ***develop a personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice*** (Reflection of *VLO # 8)

   Potential Elements of the Performance:
   - analyze a variety of philosophical theories and historical trends related to the early childhood education practice
   - examine personal values and beliefs and how they influence a personal philosophy of early childhood education
   - identify and use evidenced-based resources to build one's own

developing philosophy of early childhood learning
- reflect on practice experiences and integrate them with theoretical perspectives when refining one's own developing philosophy of early childhood learning
- 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
- use ethical decision making tools effectively

3. **advocate for quality early learning environments** *(Reflection of *VLO # 8 and 9)*

    Potential Elements of the Performance:
    - identify professional qualities of an early childhood educator
    - assess their own professional qualities and develop a plan for growth
    - identify the role of advocacy in early childhood education
    - identify various organizations advocating on behalf of early childhood development and early childhood educators
    - advocate for the advancement of early childhood education through professional networking and sharing
    - support and guide colleagues
    - communicate to the public the benefits of quality early learning environments

4. **act in a professional manner** *Reflection of *VLO #6 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 clearly, concisely, tactfully, 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.
    - comply with ECE Confidentiality Policy, the ECE Program Guide, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice

* 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:

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. Advocacy in early childhood education
9. Developing a Personal Philosophy of Early Childhood Education
10. Ethical Decision Making

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

TEXTS

1. Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College (will be used in other semesters)

Materials:

On-Line Documents Only portions will be used. Others will be posted on LMS

- 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/

- College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice.* Available online: http://www.college-ece.ca/Pages/default.aspx

- Ontario Ministry of Education (2010 – 2011) *The Full-Day Early Learning – Kindergarten Program (draft)* Available online: http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf

- Ontario Ministry of Education. (2015). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014.* Retrieved 2015, from e-Laws: http://www.ontario.ca/laws/regulation/r15137#top

V.   **EVALUATION PROCESS/GRADING SYSTEM:**

        <u>**Assignments**</u>

Response Papers / Discussions	40%
Leadership and Advocacy Initiatives	15%
Personal Philosophy Statement	15%
Professional Awareness Portfolio	20%
"Gatekeeper" Interview Report	10%

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>**

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The following semester grades will be assigned to students:

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

<u>Attendance:</u>
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>ECE Program Guide:</u>
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.

<u>Communication:</u>
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.

<u>Student Portal:</u>
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.

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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.
Assignment submission format
All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.
All assignment submissions must be sent in PDF format. If the professor is unable to "open" or read the submission, the student will be notified by email and receive a mark of "0" for the assignment.
Submission due dates:
The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:
Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).
NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course
Requests for Extensions:
Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.
 NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.
Presentations
Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment
In the interest of providing an optimal learning environment, students are to follow these expectations;
•   Students are reminded to ensure that hand held electronic devices are on "silent" mode. Students are encouraged to move outside of the classroom environment should the need arise that they need to use their electronic device (such as a phone)
•   Students are expected to refrain from engaging in conversations that are disruptive to the learning that is taking place in the classroom

        Students who wish to use an electronic device such as a tablet or laptop during class must first submit their request for permission to use the device as per the instructions located on LMS.

Students who have not been given permission or who are using their electronic device for non-class use will be denied use of the device during the class.
•   Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
•   Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
•   Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
•   Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
Students are responsible for obtaining course material missed due to class absence

COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

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