



## COURSE OUTLINE: ECE110 - INTRO TO ECE

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Approved: Karen Hudson - Dean

<b>Course Code: Title</b>	ECE110: INTRO TO THE FIELD OF EARLY CHILDHOOD ED
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	This introductory course provides an overview of the field of Early Childhood Education in Ontario. Students learn about a range of early learning settings, the role of the early childhood educator, and the professional and legislative frameworks that guide practice. Emphasis is placed on ethical responsibilities, inclusive environments, and preparation for field practice.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	ED 135
<b>This course is a pre-requisite for:</b>	ECE120
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
	VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.
	VLO 8 Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
<b>Essential Employability Skills (EES) addressed in this course:</b>	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 communication.



EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
EES 10	Manage the use of time and other resources to complete projects.
EES 11	Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:** Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Other Course Evaluation & Assessment Requirements:** Satisfactory completion and submission of all Field Practice requirements by the communicated deadline is mandatory for success in this course.

**Books and Required Resources:** Sault College Lanyard with Card Holder

1.5 Binder Solid Color, In Good Repair

Course materials are online and will be linked on LMS

<b>Course Outcomes and Learning Objectives:</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
	1. Explain key elements of early childhood education and care (ECEC) within diverse early years settings.	1.1 Identify various types of early learning programs and their purpose in meeting family and community needs. 1.2 Recognize the social and economic factors that have influenced the demand for quality childcare in Canada. 1.3 Describe indicators of quality early learning programs and their benefits for children, families, and society. 1.4 Discuss how accessibility, affordability, and quality impact families' childcare choices. 1.5 Analyze the importance of early learning environments in fostering children's development and well-being. 1.6 Restate the Rights of the Child
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	2. Demonstrate an understanding of the Early Childhood Education profession.	2.1 Describe what it means to be a professional. 2.2 Restate how the College of Early Childhood Educators (CECE) was established in Ontario, 2.3 Explain the role of the College of ECE and the purpose of the established Code of Ethics and Standards of Practice. 2.4 Discuss professional obligations for members of the CECE. 2.5 Summarize the key aspects of the Code of Ethics and Standards of Practice.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	3. Identify legislative requirements that guide early learning programs in Ontario.	3.1 Identify key areas of the Childcare and Early Years Act (staff qualifications, ratios, health & safety, programming, interior & exterior spaces), 3.2 Examine the requirements for receiving and maintaining a

	license to operate a day nursery in Ontario. 3.3 Outline key areas of the Early Learning Kindergarten Program and Education Act.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Restate Field Practice expectations.	4.1 Describe skills, attitudes, and personal qualities students are required to demonstrate in the field. 4.2 Outline the expectations and roles of the mentor, student, and college supervising faculty. 4.3 Explain the role of self-reflection and of receiving feedback as essential to personal and professional development. 4.4 Outline the qualities of professional written and verbal communication. 4.5 Review and demonstrate understanding of the Sault College, Early Childhood Education program and Field Practice Policies. 4.6 Demonstrate completion of all Field Practice Requirements to a satisfactory level. 4.7 Summarize how to identify, report, and document situations where a child is at risk for, or is experiencing, actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators` Code of Ethics and Standards of Practice, and Field Practice policies.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignments	50%
Field Practice Requirements	20%
Professional Collaboration and Contributions	30%

**Date:** June 23, 2025

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.