

I. COURSE DESCRIPTION:

Through experiential learning and discussion, CICE students, with assistance from a learning specialist, will gain a basic understanding about the Early Childhood Education field. The roles and responsibilities needed to work with young children will be examined. CICE 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 CICE student, with assistance from a learning specialist, will demonstrate the basic ability to:

1. ***identify relevant legislation, regulations, policies, and evidence-based practice guidelines related to early childhood education settings.***

Potential Elements of the Performance:

- be aware of 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
- be aware of 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
- have an understanding of 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***

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
- be aware of personal attitudes which may interfere with the formation of an anti-bias philosophy
- identify 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

3. **Identify a variety of observational methods and strategies.**

Potential Elements of the Performance:

- identify the reasons for observing young children
- be aware of the differences between objective and subjective observations
- describe the variety of different observational methods
- identify the advantages and disadvantages of each type of observational method
- review 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**

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**

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
(NOTE: the CICE Learning Specialist will assist with APA citations and referencing.)

- comply with ECE Confidentiality Policy, The ECE Program Guide, the Sault College Student Code of Conduct

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 Sault College Child and Family Centre (CFC) working with children. In order to do this, you must meet the following requirements, some which are legislatively required (Child Care and Early Years Act), before spending time at the centre. Failure to do so by the specified due date, will impact your ability to complete these assignments.
Please ensure that the following documents are cleared with Nancy Leishman, Employment Liaison Officer (ELC), in the CICE Program:
 - **Current Police Records Search**
 - **Immunization and Health Record Form**
 - **Anaphylaxis Review** (done in ED0124 Healthy Foundations)
 - **Child Abuse Orientation** (done in ED0124 Healthy Foundations)
3. Print the following documents and place into your ED0135 course binder. 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)

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)

- 2. Wolpert, E. (2005) *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom*. MN: Redleaf Press.(will be used in other semesters)

ON-LINE DOCUMENTS Only portions will be used.

- 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>
- Ontario Ministry of Education. (2014). *How Does Learning Happen Ontario’s Pedagogy for the Early Years*. Available online: <http://www.ontario.ca/edu>

V. EVALUATION PROCESSING/GRADING SYSTEM

ASSIGNMENTS

60%

- 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** 20%

*Students will develop their observation skills by recording a written observation of a child engaged in play. This will be done at the Sault College Child and Family Centre (CFC) **OR** independently*

with a known child.

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 CFC. A full day Friday class to present information related to this assignment will be discussed in class.

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; these are also 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. (NOTE – The CICE Learning Specialist will assist with APA formatting.)
- 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.

15% EXPERIENTIAL LEARNING OPPORTUNITIES

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, present ideas and, at times, activities. These learning opportunities will also help you to develop professional skills required for the ECE field.

READING RESPONSES
15%

You will provide reflections about your assigned reading by e-mailing the responses to andrea.welz@saultcollege.ca.

QUIZZES
10%

Short Open-Note quizzes at the end of each module will be completed with the CICE Learning Specialist during a designated tutoring session.

- 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.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.