



## COURSE OUTLINE: ED 290 - INTEG. SEMINAR IV

Prepared: Andrea Welz

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

<b>Course Code: Title</b>	ED 290: INTEGRATED SEMINAR IV
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	19W
<b>Course Description:</b>	This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Field practice experiences will form a basis for discussion to further develop their professional practice and to prepare for post-diploma opportunities.
<b>Total Credits:</b>	2
<b>Hours/Week:</b>	2
<b>Total Hours:</b>	30
<b>Prerequisites:</b>	ED 223, ED 286, ED 287
<b>Corequisites:</b>	ED 247, ED 289
<b>Substitutes:</b>	ED 219
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1030 - EARLY CHILDHOOD ED</b></p> <p>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.</p> <p>VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.</p> <p>VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.</p> <p>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.</p> <p>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</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology</p>

Please refer to program web page for a complete listing of program outcomes where applicable.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

and information systems.

- 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

**Other Course Evaluation & Assessment Requirements:**

Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade.

**Books and Required Resources:**

Learning Language and Loving It by Weitzman, E., and Greenberg  
Publisher: Hanen Early Learning Program

Anti-Bias Education for Young Children & Ourselves by Derman-Sparks, L.  
Publisher: National Association for the Education of Young Children

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, Ontario  
<http://www.college-ece.ca/Pages/default.aspx>

Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Ontario Ministry of Education  
<http://www.ontario.ca/laws/regulation/r15137#top>

How Does Learning Happen? Ontario's Pedagogy for the Early Years by Ontario Ministry of Education  
<http://www.ontario.ca/edu>

Early Childhood Environment Rating Scales (ECERS-3) by Harms  
Publisher: Teachers College Press, Teachers Edition: 3  
ISBN: 9780807755709

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Analyze and implement a variety of observational methods and strategies.	1.1 Use environmental rating scales to assess learning environments effectively. 1.2 Develop strategies to record observational data that demonstrates professionalism and maintains confidentiality.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers and community partners.	2.1 Ensure confidentiality. 2.2 Contribute one's own ideas, opinions and information while demonstrating respect of those of others. 2.3 Provide field practice examples in a comprehensive, concise, factual and objective manner. 2.3 Communicate clearly, concisely, and correctly in the written, spoken, and visual form.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>



3. Evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through Learning Language and Loving It.	3.1 Use observing and recording skills to identify conversation styles and language development. 3.2 Design and implement an action plan that will support the child in developing conversation skills. 3.3 Evaluate own skills using a video recording of a planned activity.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidenced-based practices in early learning and related fields.	4.1 Assess personal learning needs and develop realistic strategies to meet educational goals. 4.2 Research and use support and resources for learning within personal and professional environments. 4.3 Develop a written personal development plan with specific learning goals, resources and timeframes. 4.4 Evaluate and document progress towards achieving professional learning goals and modify plan accordingly. 4.5 Assess personal health and well-being and develop strategies to maintain a healthy work-life balance. 4.6 Identify career opportunities. 4.7 Examine ethical dilemmas and build strategies to resolve them.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Act in a professional manner.	5.1 Use self-reflection and self-evaluation skills in an ongoing manner 5.1 Contribute one`s own ideas, opinions and information while demonstrating respect of those of others. 5.3 Communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form. 5.4 Work collaboratively with others. 5.5 Use critical thinking skills to analyze, problem solve and plan. 5.6 Take responsibility for one`s own actions, decisions, and consequences. 5.7 Apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 5.8 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.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	30%	1, 2, 3, 5
Field Practice Exchange	40%	2, 4, 5
Post Diploma	30%	2, 4, 5

**Date:**

December 18, 2018

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

