

CLASS SYLLABUS



COURSE TITLE: ELC 231 – Early Childhood Profession 2
CLASS SECTION: X05
TERM: F2022
COURSE CREDITS: 3
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Samantha Wylie
EMAIL: wylies@camosun.ca

If you need assistance, or require a meeting, please contact me at the above email address to book a time.

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course builds on the knowledge and skills introduced in ELC 130, with an emphasis on ethical and reflective professional practice, program evaluation and accountability. Students will focus on strategies to develop and maintain collaborative partnerships within the staff team and broader professional community. Administrative skills of recruitment, staff supervision and evaluation are explored. Diverse program models are examined and presented and lifelong professional development is emphasized to continually enhance quality of current knowledge and skills.

PREREQUISITE(S): C+ in ELC 130; C+ in ELC 214
CO-REQUISITE(S): N/A
PRE/CO-REQUISITE(S): N/A

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	3	14	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			

Workplace Integrated Learning
Online

TOTAL HOURS

COURSE LEARNING OUTCOMES / OBJECTIVES

- apply knowledge of current legislation/policy related to Early Childhood Education.
- apply knowledge of ethics, standards, and professionalism to practical situations and contexts.
- engage in program assessment/evaluation.
- identify ongoing professional development needs for ECEs.
- use Administrative processes that contribute to effective administration/leadership of child care services.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Materials provided on D2L

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 September 14	Beginning together	Explore and become familiar with D2L
Week 2 September 21	BC Code of Ethics, Ethics	Explore resources on D2L
Week 3 September 28	Child Care Licensing Regulations	Explore resources on D2L
Week 4 October 5	Early Childhood Education Policy	Explore resources on D2L Assignment 2 Part A due October 1
Week 5 October 12	ECEBC	Explore Resources on D2L
Week 6 October 19	Professional Learning for Educators, Educator Retention	Explore Resources on D2L
Week 7 October 26	Advocating for Change	Explore Resources on D2L Assignment 4 Part A due October 22nd
Week 8 November 2	Pedagogy, programming, risky play	Explore Resources on D2L Assignment 2 due November 1st
Week 9 November 9	Explore Legislation	Explore Resources on D2L

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 10 November 16	Roles and Responsibilities (directors, administration)	Explore Resources on D2L
Week 11 November 23	Resumes, cover letters, application	Explore Resources on D2L Assignment 2 Part B due November 23rd
Week 12 November 30	Communication and Conflict	Explore Resources on D2L Assignment 4 Part B Due November 30th
Week 13 December 7	Curriculum and Assessment	Explore Resources on D2L

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Assignment 1: Online Learning Community	30%
Assignment 2: Ethical Dilemma Scenario	25%
Assignment 3: Community Project	25%
Assignment 4: Personal Inquiry	20%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

ASSIGNMENTS

Assignment 1: Online Learning Community 30%

Students will contribute to the discussion posts on the D2L site. All posts, and information about discussions will be communicated through announcements on the D2L site.

Assignment 2: Ethical Dilemma Scenario 25%

Due November 1st

Student will use the ECEBC Code of Ethics to identify which principles of the code you would apply to the *ethical dilemmas examples*. Students may also choose to use a personal dilemma if they would like. In the *Ethical Decision Making Model* consider the different consequences of each principle related to the dilemma.

Write a short summary of your decision in solving the dilemma and include any alternative approaches that you might consider. Include a section on your own self-reflective process about responding to ethical dilemmas, learning and using the decision-making model, and engaging in ethical practice.

See under 'Content'- *Ethical Decision Making Model*

Assignment 3: Community Project 25%

Due October 1th & November 23rd

Being an Early Childhood Educator goes beyond the classroom with a group of children. As an ECE you are a role model, advocate and community partner. The purpose of this project is to practice the insights and skills you are exploring in the *Online Learning Community* and with the wider community. In a group, you will develop a community project that brings that learning to the larger community. This is your opportunity to reflect on all your learning over the past 2 years about what topics or ideas in the profession really moved you. Think outside the box to build an engaging and dynamic community project. Ideas will come from class speakers, the ECEBC leadership projects or activities within your Engaged Conversations.

Your group will submit a draft proposal on what your community project will be (this can be a slide show, paper, video, infographic) on **October 1st**. We will share our ideas with the class **October 5th** to deepen our thinking.

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Part A: Proposal- 15%

Due October 1th

In groups or individually, you will complete a proposal for a community project. The proposal will support your *final project report*, prepare you for successful implementation of your project, and help you to anticipate resources and challenges. It will also help you to effectively communicate your project to community members.

Below is a suggested format for your proposal. You are encouraged to add any information that you think is important, and that will help to communicate your project plan. Include at least three external sources to demonstrate the value of your project's focus. For example, you may include information from a research study that addresses the issue that is related to your project. In addition, you can incorporate activities your team has completed in the engaged conversations. Submit one copy of the proposal.

This proposal will be a critical foundation for your *final project report*

- Suggested Community Project Proposal Content Areas:
- Group members and contact information: (Name/phone/email)
- Purpose of the Project
- Project Goals: (3-5 goals)
- What activities will you undertake to achieve each of the goals?
- What community organization or group will you connect with to help you prepare or learn more about?
- Where and when will the project take place? (Include name of community organization, contact individuals, dates/times or tentative schedule)
- What resources will you need to implement this project? (Think of people you will need to enlist; approvals/permission; materials, etc.)
- How will this project benefit individuals? The community? Your team?

- What assistance do you anticipate that you will need from others (e.g. community, instructor) to implement and achieve your goals?
- What challenges or barriers might you experience in this project? How will you prepare for and mitigate them?

Part B: Final Project Report- 10%

Due November 23rd

Each team will submit a final project report. The report should include the project goals and activities, and a thorough description of each of the project steps (assessment, implementation, planning and evaluation). Your team may choose to follow this format, or you may create one of your own that includes all the required information.

1. Introduction : Describe the community project by answering who, what, where, when and how.
2. Plan: Outline the goals and activities undertaken.
3. Implementation: Tell the story of the development and implementation of your plan week by week, or experience by experience.
4. Evaluation: Take time to evaluate. As you discuss this evaluation, assess and evaluate the success of your plan. Talk about barriers, challenges you encountered, and the ways in which you resolved these. Describe your successes and achievements as they relate to the goals identified for the project. Identify the learning that occurred for each member of the team, and reflect on and discuss things that you would do differently if given the opportunity.

Assignment 4: Professional Inquiry 20%

Part A: 10%

Due October 22

Students will write a reflection of a personal interest/story that connects to professionalism. Use the BC Code of Ethics, the Aboriginal Child Care Society, the BC Early Learning Framework, Convention on the Right of the Child, or any other document that is supportive in your thinking.

Part B: 10%

Due November 30th

Students will create their own living philosophy of early learning practice. They will begin with a short reflection of how their philosophy has changed over their time in the ELC program and conclude with one paragraph of your current living philosophy.

The assignment will be no longer than 2 pages, following APA formatting.

CLASS GUIDELINES & EXPECTATIONS

Assignment Policy

- Please submit your assignments on the due date.
- Submission of assignments after their due date will result in a loss of 3% of the assignment marks per day
- Extensions: A request for an extension for any assignment is granted at the instructor's discretion. To request an extension for an assignment, please contact me at least 24 hours prior to the due date, and provide an explanation/rationale for requesting an extension. If granted, a revised due date will be negotiated.
- You will need to complete all assignments to be eligible for a final grade for the semester.
- Assignments will not be accepted after the last day of class at the end of term unless an extension has been granted prior to the due date.

- Last day to withdraw from courses without a failing grade is December 10th.

Attendance

- Students are required to attend the online class on Wednesday from 7:30-8:20 pm via Zoom. Link on D2L
- Students are required to participate in the online learning environment via D2L

SCHOOL OR DEPARTMENTAL INFORMATION

In the Early Learning and Care (ELC) program, you'll be provided with cutting edge knowledge and skills to work collaboratively with children, families, professionals and communities. You'll learn to create responsive environments that support each child to reach their potential in every area.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss

Support Service	Website
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.