



Community, Family and Child Studies Programs
Early Learning and Care Program
Winter 2012

ELC 130 - Early Childhood Profession

INSTRUCTOR:	Toni Hoyland
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OFFICE HOURS:	Tues.: 3:30-4:30; Wed: 12:00 - 1:00; Thurs: 3:30-4:30 or by appointment
CLASS TIME:	Tuesdays, 12:30 - 3:20 in Paul 111
REQUIRED TEXTS:	Chandler, K. <i>Administering for Quality</i> . Fourth Edition. Publisher: Toronto: Pearson, 2012. Friendly, M. & Prentice, S. <i>About Canada</i> , Childcare. Publisher: Halifax: Fernwood, 2009. <u>ELC 130 Course Package</u>
OPTIONAL TEXTS	<u>Taking Care</u> : A Child Abuse Prevention manual for Canadian Early Childhood Educators

COURSE DESCRIPTION

This course examines the historical and social influences that have shaped the field of early childhood. Current legislation, social justice perspectives and personal attitudes regarding early learning programs are examined. Emphasis is placed on professional behavior in accordance with the ECEBC Code of Ethics.

PRE-REQUISITES/CO-REQUISITES

A letter grade of "C+" or higher in English 12 or TPC 12 or English 12 First Peoples, or, ENGL 092 and 096, or ENGL 140, or ELD 092 and 094, or ELD 097, or assessment.

Pre/Co-requisites: none

LEARNING OUTCOMES

- 1. Describe historical and current influences of early childhood learning and care.**
 - Explain social perceptions and discourses that have shaped the field of early childhood.
 - Identify philosophies and approaches to early childhood care learning and care.
 - Identify national and international perspectives of early childhood learning and care.
- 2. Describe current legislation in context of the roles and responsibilities of an Early Childhood Educator.**
 - Identify legal obligations and regulations that inform practice.
 - Recognize and respond appropriately to child abuse or neglect.
- 3. Describe professional practice using the Early Childhood Educators of British Columbia Code of Ethics.**
 - Identify previous experiences on the emergence of self as a professional early childhood educator.
 - Explain interdisciplinary professional practice in early childhood education.

- Describe community agencies that support families and early childhood educators.
 - Identify actions that are consistent with principles of social justice.
4. Describe functions and tasks related to early learning and care program administration and Centre operations.
- Describe the ways in which programs are organized, including auspice
 - Identify effective program policies and practices
 - Describe effective human resource management strategies and tools
 - Explain components of effective financial management in early learning and care settings

LEARNING EXPERIENCES & RESOURCES

- Lectures and classroom discussions
- Small group activities and presentations
- Workshops and speakers
- Readings
- Videos/DVDs

ASSIGNMENTS/ASSESSMENT

- Personal Beliefs and Values Notebook 10%
- Program Philosophy 20%
- Program Policies 30%
- Research Paper on Quality Early Learning 25%
- Participation 15%

A detailed explanation of assignments, due dates and percentage value of your final grade is provided as a separate document, and will be handed out and discussed in class.

Assignments are to be handed in on the due date unless advance arrangements have been made with the instructor at least 24 hours before the due date, or marks will be deducted.

GRADING

Percentage	Grade	Description	Grade Point Equivalency	<p>Note: <i>Students must complete all assignments to be eligible for a grade. Students who withdraw by the posted withdrawal date will not be penalized academically.</i></p> <p><i>Withdrawal or incompleting of work after the posted withdrawal date will result in an F grade being assigned.</i></p> <p><i><u>This course must be passed with a ‘C+’ (65%) average to continue in the ELC program.</u></i></p>
90-100	A+		9	
85-89	A		8	
80-84	A-		7	
77-79	B+		6	
73-76	B		5	
70-72	B-		4	
65-69	C+		3	
60-64	C		2	
50-59	D		1	
0-49	F	Minimum level has not been achieved.	0	

LEARNING SUPPORTS & SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. <http://www.camosun.bc.ca/policies/E-2.5.pdf>

ACADEMIC INTEGRITY

The School of HHS is committed to competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>