



ELC 130
Early Childhood Profession
Winter 2014

COURSE OUTLINE

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.

⚡ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Joanne Murrell
Office Hours:
Location: WT
Phone: 250-370-
Email: murrellj@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of this course, the student will be able to:

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.

3. Required Materials

Chandler, K. *Administering for Quality*. Fourth Edition. Publisher: Toronto: Pearson, 2012.

Friendly, M. & Prentice, S. *About Canada*, Childcare. Publisher: Halifax: Fernwood, 2009.

4. Course Content and Schedule

Learning Experiences/Resources

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

Assignment Overview and Due Dates: A detailed explanation of assignments with due dates and will be handed out as a separate document, and discussed in class.

Assignment Expectations:

- Assignments are expected to follow the APA Style (6th Ed.) writing and citation/referencing guidelines which include: typed, double-spaced and title page.
- Assignments are to be handed in by the start of class on the due date. Electronic submissions will be accepted at the discretion of the instructor, but must also be received in the respective D2L drop box by the start of class on the due date.
- ***Extensions:** In exceptional circumstances, students may *request* an extension of an assignment at least 24 hours **prior** to the due date. Extensions are granted at the discretion of the instructor, and a new due date will be negotiated with the student. A professional's note may be required.

5. Basis of Student Assessment (Weighting)

1. Personal Beliefs and Values Notebook	10%
2. Program Philosophy	20%
3. Program Policies	30%

- 4. Research Paper on Quality Early Learning 25%
- 5. Participation 15%

Academic Honesty: *The Department of Community, Family & Child Studies is committed to promoting 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 Academic Honesty 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. Before you begin your assignments, review the Academic Policies on the Camosun College website:*

<http://camosun.ca/learn/becoming/policies.html>

Late Policy

In fairness to all students, late assignments will be **deducted 5% per day** after the first five minutes of class. If you anticipate a late arrival to class, ensure you have submitted a copy of the assignment to the instructor to meet the deadline and avoid a deduction for lateness.

Attendance

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for ELC Diploma Program Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

NOTE:

- **Students must complete all assignments to be eligible for a grade. This course must be passed with a 'C+' (65%) average to continue in the ELC Diploma Program.**
- **Students who choose to officially withdraw from the course by the posted academic withdrawal date will not receive academic penalty.**
- **Students who withdraw after the posted withdrawal date or do not complete all the course assignments will result in an "F" grade being assigned.**

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND 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/policies.html>