

CLASS SYLLABUS



COURSE TITLE: ELC 231 – Early Childhood Profession 2
CLASS SECTION: X01
TERM: W2022
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.bc.ca

*Meetings and office hours by appointment

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): Click or tap here to enter text.
PRE/CO-REQUISITE(S): Click or tap here to enter text.

COURSE DELIVERY

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

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*As we continue to navigate Covid-19 and the precariousness of the pandemic, **students are reminded to NOT come to class if they are experiencing any Covid-19 symptoms, or any other illness symptoms.** Students are required to contact their instructor if they are unwell, and unable to attend class.

COURSE LEARNING OUTCOMES / OBJECTIVES

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

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Readings from 214 and additional resources will be provided through 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 January 10-16	Professionalism/Ethics of Care	
Week 2 January 17-23	Reflective Practice	
Week 3 January 24-30	Pedagogy of Listening	Assignment 2 Due: January 28 th
Week 4 January 31- February 6	ECEBC, Presentations	
Week 5 February 7-13	Legislation and Regulation, Presentations	
Week 6 February 14-20	Politics and ECE, Presentations	
Week 7 February 21-27	Reading Break	
Week 8 February 28-March 6	Roles and Responsibilities (directors, administration)	
Week 9 March 7-13	Resumes/CV's, applying to for applications	
Week 10 March 14-20	Communication and Conflict	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 11 March 21-27	Curriculum and Assessment	Assignment 3 Due: March 22 nd
Week 12 March 28-April 3	Quality, Group Presentations	
Week 13 April 4-10	Group Presentations	
Week 14 April 11-17	Group Presentations	

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Assignment 1: Community of Practice	30%
Assignment 2: Ethical Practice	22%
Assignment 3: Early Learning Program	30%
Assignment 4: Professional Inquiry	18%
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: Community of Practice 30%

Due: On-going

Communities of Practice (CoP) are systems of collective critical inquiry and reflective praxis that focuses on deepening professional growth in supportive and generative ways. Communities of practice focus on a common goal or theme that supports the pedagogical growth of its members.

For this assignment, students will participate in a whole class CoP. Students will draw from their past experiences in CoP's from ELC 214 by contributing to the group discussion in generative and thoughtful ways. Each week, students will access the required reading from D2L, and come prepared to discuss the topic of the reading in the CoP.

The CoP will take place in the second half of each class.

Students will be marked on their understanding of the reading and their thoughtful contributions to the discussion. In the CoP meetings, there will be small group discussions and activities that also contribute to the overall grade. Each meeting is worth 4%.

ASSIGNMENT 2: Ethical Practice 22%

Due: January 28th

Students will choose a topic and write a short 3-4 page paper OR complete a presentation. The paper or presentation will consist of explaining the topic, discussing how to apply or enact this topic in early childhood spaces, and resources to further learn about this topic. Students must include relevant resources from this course, including but not limited to:

The BC Early Learning Framework

ECEBC Code of Ethics

Children Rights and Declarations

BC Aboriginal Child Care Society

Students may choose to work in pairs for this assignment.

Below are some examples of topics pertaining to ethics. If you are unsure of a topic, please speak to the instructor.

- Food
- Waste
- Sustainability
- 10\$aDay
- Climate Change
- Poverty
- Politics
- Licensing and Regulations
- Indigenous ways of being and knowing
- Anti-Colonial practices
- Cultural Responsibility

The paper must follow APA conventions (title pages, reference list), with the following headings:

Introduction- How is your topic related to ethical practices with children or early childhood as a whole?

Applying to Theory to Practice- What changes or shift are needed for more ethical practices pertaining to your topic?

Concluding Thoughts- What questions are you considering? What do you want to know more about?

This assignment will be graded as follows:

- In depth, critical analysis of the topic and how it related to ECE (10 marks)
- Demonstrated understand of apply theory to support change (5 marks)
- Provides examples and/or solutions to address the existing issue (5 marks)
- Follows APA conventions/or creates an engaging and creative presentation (5 marks)
- Provides connections to research and includes critical questions and inquiry (2 mark)

ASSIGNMENT 3: Early Learning Program 30%

Due: March 22nd

Students will work in groups of 3-4 to create a mock early learning program. Students will consider the environment, the administration, and programming.

The project must include:

- A design of the indoor and outdoor environment (5 marks)
- A parent handbook (maximum 3 pages) (5 marks)
- A job description for Educators (5 marks)
- A description of the program (maximum 3 pages) (5 marks)
- Plan to build a social media platform (5 marks)
- Apply for funding and government grants (5 marks)

Students can choose to open any type of early learning program that they are interested in. This includes, but is not limited to:

- Licenced early learning program
- Strong Start
- Indigenous early learning program

ASSIGNMENT 4: Professional Inquiry 18%

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 the past 2 years, 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 March 13. If you withdraw by the posted withdrawal date, you will not be penalized. Withdrawal or incompleting of work after the posted withdrawal date will result in an 'F' grade being assigned.

Attendance

- Students are required to attend classes as this courses learning occurs in the classroom. If you are not able to attend class, it is the students' responsibility to connect with the instructor.

Please see link for further dates at the college this winter

[Important Dates & Fee Deadlines 2021/22 | Camosun College](#)

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
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its

Support Service	Website
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.