

COURSE DESCRIPTION

This course will enable the student to gain knowledge of the political and social issues that impact on early childhood programs. Students will develop advocacy skills in order to promote early childhood education profession and support children and their families within a changing social context.

REQUIRED TEXT BOOKS:

Elliott, Barbara. (2002). *Measuring Performance, the Early Childhood Educator in Practice*. Thomson/Nelson. ISBN#: 0-7668-4067-0
AECEO Membership

COURSE DELIVERY:

The course content may be presented through a blend of instructional methods, including lecture, Internet, discussion, independent study, audio/video conferencing and videotape.

COURSE COMPETENCIES AND LEARNING OBJECTIVES:

- 1. Identify the professional responsibilities and obligations of the ECE practitioner.**
 - 1.1. Locate websites to familiarize self with professional affiliations.
 - 1.2. Use a Code of Ethics to resolve ethical dilemmas.
 - 1.3. Discuss the implications of the College of ECE Standards of Practice.
 - 1.4. Utilize performance evaluation tools for self evaluation and goal setting.
- 2. Examine the impact of legislative and regulatory bodies, policy and funding in the field of ECE.**
 - 2.1. Identify legislative policies and regulatory bodies.
 - 2.2. Identify sources of funding.
 - 2.3. Explain how funding is allocated.
 - 2.4. Explain how funding impacts salaries and working conditions.
- 3. Utilize assessment tools used to measure program quality.**
 - 3.1. Identify assessment tools use to measure staff performance, the environment and curriculum.
 - 3.2. Use environmental rating scales to assess quality.
 - 3.3. Use data from assessment tools to develop recommendations.
- 4. Advocate for children, families and the ECE profession.**
 - 4.1. Identify various types of advocacy.
 - 4.2. Explain the potential roles of the ECE practitioner.

- 4.3. Develop strategies to be an effective advocate.
- 4.4. Demonstrate the ability to advocate on behalf the profession.
- 4.5. Use information technology to access links to advocacy organizations.
- 5. Develop a professional portfolio in preparation for employment.**
 - 5.1. Define the purpose of a professional portfolio.
 - 5.2. Collect evidence of skills, knowledge and attitudes that highlight performance.
 - 5.3. Use criteria checklist to evaluate portfolio.

PROGRAM OUTCOMES LINKED TO COMPETENCIES:

1. Apply relevant legislation, policies, procedures and regulations to early childhood programs and settings in a changing social context.
2. Apply a personal philosophy within a framework of ethical and professional standards.
3. Act in a manner consistent with principles of fairness, equity and diversity to support the development and learning of individual children within the context of his/her family, culture and society.

ESSENTIAL EMPLOYABILITY SKILLS:

1. Apply a systematic approach to solve problems.
2. Analyze, evaluate and apply relevant information from a variety of sources.
3. Prepare communication strategies for different audiences and purposes.

GENERAL EDUCATION THEMES:

1. Understand the meaning of freedoms, rights and participation in community and public life.

ABORIGINAL CANADIAN CONTENT:

1. Act in a manner that is consistent with equity and fairness while working with diverse populations.

STUDENT ASSESSMENTS:

- Assignment # 1.....25%**
Linked to Essential Employability Skills 1, 2 & 3
Linked to General Education Theme 1
Linked to Aboriginal Canadian Content Competencies 1
- Assignment # 2.....25%**
Linked to Essential Employability Skills 2 & 3
Linked to Competencies 1 & 3

Assignment # 3	25%
Linked to General Education Theme 1 Linked to Competencies 4 & 5	
Test #1	15%
Linked to Competencies 1, 2, 3,	
Test #2	10%
Linked to Competencies 1, 2, 3, 4	
Total	100%

COLLEGE TEST AND ASSIGNMENT POLICY:
Program policy requires that students achieve a 60% (C) final grade minimum, in all ECE core courses, to be eligible to continue into the next semester or to graduate from the ECE Program.

All assignments are due on the assigned date. Any assignments received after that time will not be accepted.

Students are to write tests and quizzes on the dates assigned and within the timelines specified by the professor.

Exceptions shall only be made at the discretion of the professor in an extraordinary circumstance or in an emergency. The professor may request medical certificates or appropriate documentation from the student at the student's expense. Any early departure at the semester's end, March Break, or scheduled vacation on the part of the student during the program's academic semester will not be considered as an extraordinary circumstance.

The policies are meant to maintain consistent, clear, and appropriate adult expectations for all students, thus creating an environment of fairness and integrity in a postsecondary educational institution.

Note: Plagiarism is a serious academic offence and will result in a failing grade for the assignment and the possible expulsion from the program. The professor maintains the right to uphold this policy or to allow the student to submit a new assignment with an academic penalty at the professor's discretion.

PRIOR LEARNING ASSESSMENT:
 This course is available for challenge or assessment through Prior Learning Assessment and Recognition (PLAR). Please contact the Program Coordinator for more information or look for PLAR on the College website at <http://www.confederationc.on.ca/plar/>

SERVICES FOR STUDENTS WITH DISABILITIES:
 If you are a student with a disability who may require academic accommodation it is your responsibility to register with the Learning Centre (Room 153 of the Shuniah Building) or call (807) 475-6618 and discuss your needs with your faculty early in the semester. It is strongly recommended that students contact the Learning Centre as early as possible in order to ensure that accommodations can be put in place in a timely manner.

GRADING				
A	B	C	D	F
100-80%	79.9-70%	69.9-60%	59.9-50%	Less than 50%

Faculty Contact

Bonnie Rikkonen

Dean Signature



Approved for use in academic semester(s)

2010/2011

NOTICE TO ALL STUDENTS: We urge you to retain this course outline for future reference. There is a charge for additional copies.