



COURSE OUTLINE

ELCC 112
INTRODUCTION TO EARLY LEARNING AND CHILD CARE

45 HOURS
3 CREDIT COURSE

PREPARED BY: _____ DATED: _____
Rebecca Fenton, Instructor

APPROVED BY: _____ DATED: _____
Dr. Andrew Richardson, Dean

YUKON COLLEGE
Copyright 2015

All rights reserved. No part of this material covered by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course outline originally prepared by Sandra Beckman, former E.C.D. Instructor/Coordinator.

Course Outline revised February 2015.

Yukon College
P.O. Box 2799
Whitehorse, Yukon
Y1A 5K4

APPLIED ARTS DIVISION
Introduction to Early Learning and Child Care
3 Credit Course

INTRODUCTION TO EARLY LEARNING AND CHILD CARE

INSTRUCTOR: Rebecca Fenton

OFFICE HOURS: TBD

OFFICE LOCATION: TBA

CLASSROOM: A-2101

E-MAIL: rfenton@yukoncollege.yk.ca

TIME: 6:30pm- 9:30pm

TELEPHONE: (867) 668-8845

DATES: Wed. Sept. 9-Friday Dec. 18th

FAX: (867) 668-8805

COURSE DESCRIPTION

This course provides a framework for understanding the early learning and child care profession, the role of the early learning and child care practitioner, and the types of early learning and child care programs. This course will introduce students to many of the components of early learning and child care programs and the skills needed to be an effective learner and practitioner in the field of early learning and child care in the North.

PREREQUISITES

None. It is recommended that students have completed Grade 12, including English 12.

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecl> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- be able to describe the scope and limits of the role of an early childhood practitioner in a culturally diverse early learning and child care program and to describe the personal qualities needed to work with young children

- know techniques and utilize one for observing and recording the behaviour and developmental progress of children
- be able to describe components of a quality early learning and child care program, including programming and curriculum development for all developmental areas, record keeping, communication, and the requirements of Yukon legislation and regulations
- demonstrate a basic knowledge of the ages and stages of child development
- demonstrate an awareness of resource materials required by early learning and child care educators and develop a system for organizing resource materials.

DELIVERY METHODS/FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. The presentation of information will be primarily delivered by the instructor and occasionally by guest speaker.

Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor. Therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion. Therefore, it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. Emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

Professional behaviour is expected. If a class should be missed, the student will communicate with their instructor ahead of time.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design

class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Verbal Presentation Assignment	10%
Assignment #2	Observation Skills	10%
Assignment #3	Routines	20%
Assignment #4	Book Review	15%
Assignment #5	ECERS Review	30%
Assignment #6	Substitute ELCC Backpack	15%

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc).

ALL assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

REQUIRED TEXTBOOKS AND MATERIALS

Gestwicki, Carol, and Jane Bertrand. *Essentials of early childhood education*. 5th Canadian ed. Toronto: Nelson Education, 2012.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:
http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g. email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.