



COURSE OUTLINE

ELCC 112

INTRODUCTION TO EARLY LEARNING AND CHILD CARE

**45 HOURS
3 CREDIT COURSE**

PREPARED BY: Rebecca Fenton

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: May 25, 2015

RENEWED BY YACADEMIC COUNCIL: (date)

YUKON COLLEGE
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INTRODUCTION TO EARLY LEARNING AND CHILD CARE

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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/elcc> 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.

COURSE 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.

To find information on Equipment/Software Requirements for Yukon College Systems please see the following link https://www.yukoncollege.yk.ca/information-technology/pages/about_it/it_for_students

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. ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.

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 https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre

ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills.

The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support. http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre

TOPIC OULINE

CLASS	TOPIC
Class #1	<ul style="list-style-type: none"> • Introduction to Course and Assignments • Who are Early Learning and Child Care Practitioners?
Class #2	<ul style="list-style-type: none"> • Library Tour • Who are Early Learning and Child Care Practitioners? (cont'd...) • What are Quality ELCC programs? • Ages of Stages of Child Development
Class #3	<ul style="list-style-type: none"> • Ages and Stages of Child Development (cont'd...) • Introduction to the ECERS Rating Scale • Assignment #3 Worktime
Class #4	<ul style="list-style-type: none"> • Communication Skills • Presentation Skills • Teamwork/Group Skills and Skills for Working in a Culturally Diverse Setting
Class #5	<ul style="list-style-type: none"> • About Parents • Working with Parents • Assignment #3 Worktime
Class #6	<ul style="list-style-type: none"> • Assignment #1 – Verbal Presentations • Assignment #3 Worktime
Class #7	<ul style="list-style-type: none"> • Observation Tools • Safety and Health • Basic Room Set-Up

Class #8	<ul style="list-style-type: none"> • Programming/Curriculum Development and Record-Keeping • Observation Tools
Class #9	<ul style="list-style-type: none"> • Assignment #2 Discussion • Programming/Curriculum Development and Record-Keeping
Class #10	<ul style="list-style-type: none"> • Positive Guidance
Class #11	<ul style="list-style-type: none"> • Yukon Programs and Legislation (Guest Speaker)
Class #12	<ul style="list-style-type: none"> • Assignment #3 – Routine Presentations and Discussion
Class #13	<ul style="list-style-type: none"> • Assignment #4 and #5 Sharing – Book Review and ECERS Review • Exploring Yukon Agencies & Resources incl. Aboriginal programs
Class #14	<ul style="list-style-type: none"> • Resource Materials • Assignment #6 Discussion – Substitute ELCC Backpack • Celebration of Learning/Evaluation