



Course Information

douglas college

A: Division: Applied Programs

Date: 3 November 1993

B: Department: Child, Family & Community Studies

New Course: X

Program: Early Childhood Education

Revision of Course Information Form:
Dated:

C: ECED 211

D: Professional Growth and Communication

E: 3

Subject & Course No.	Descriptive Title	Semester Credit
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F: Calendar Description: In this course, students have the opportunity to apply their understanding of self and interpersonal skills from CFCS 120 to early childhood education settings. Within a historical context, students are encouraged to explore their professional identities. Focal points for study are professionalism, advocacy, multiculturalism and the parent-teacher relationship.

Summary of Revisions:
(Enter date & section)
Eg. Section C,E,F

G: Type of Instruction: Hours per Week/per Semester

Lecture	60	Hrs.
Laboratory		Hrs.
Seminar		Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
TOTAL	60	HOURS

H: Course Prerequisites:

CFCS 120

I: Course Corequisites:

Nil

J: Course for which this Course is a Prerequisite:

Nil

K: Maximum Class Size:

30

L: College Credit Transfer

College Credit Non-transfer

M: Transfer Credit:

Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C.

S.F.U.

U. Vic. through U.C.F.V.

Other: Pacific Oaks (requested)

(PAT BROWN)

COURSE DESIGNER(S)

DIRECTOR/CHAIRPERSON

DIVISIONAL DEAN

REGISTRAR

**N. Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Powell, D.R., Families and Early Childhood Programs, Washington, D.C.:
National Association for the Education of Young Children, 1989.

Major Concepts: *global ideas that guide the design and delivery of the course*

1. To function fully as an early childhood educator, one must work from a well-defined set of personal values, be familiar with the professional code of ethics, and understand the process of applying values and ethics in the workplace.
2. In the role of early childhood educator, one works cooperatively with others, thereby modelling the desired team approach to children. The development of effective skills for relating interpersonally is essential to fulfilling that role.
3. Understanding and valuing diversity means that all children and families are encouraged to develop to their full potential and are appreciated for their individual gifts and abilities, culture, race, gender, ethnicity, age and social class.
4. Those who value diversity adapt the whole child care environment to reflect an understanding of, and appreciation for, the developmental, social, cultural and lifestyle realities of the families in the program and of the larger community.
5. Respecting diversity in one's work as an early childhood educator is an ongoing process which requires both sensitivity and lifelong learning.
6. The early childhood educator takes every opportunity (both formally and informally) to communicate with parents for the purpose of establishing and maintaining strong partnerships between families and ECE centre staff.
7. To be successful in helping families who are seeking information and support, early childhood educators must understand the limits of their professional roles, and know when and how to refer parents to appropriate community resources.

8. Because of the vulnerability of young children, early childhood educators must be prepared to advocate for change when systems, bureaucracies and situations fail to serve the best interests of children.
9. Ongoing personal and professional development will positively affect one's ability to grow as an early childhood educator and to maintain a high level of enthusiasm and commitment to working with young children and their families.
10. To possess the overview required to work with the ECE community, one begins with an understanding of the history of child care and the social policies and practices of Canada and the United States.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.