

DIVISION OF APPLIED ARTS
School of Health, Education & Human Services
Early Childhood Development Program
Fall 2011



COURSE OUTLINE

INTEGRATION SEMINAR

ECD 124

ECD 214

ECD 224

1 CREDIT COURSE

15 HOURS (EACH)

YUKON COLLEGE
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Course outline prepared by Sandra Beckman, MSc. B.Ed. and ECD Diploma, Instructor.

Revised, December 2009, A. Gedrose, MSc

Approved by Pat Cassidy, Dean

Students please note: It is strongly advised that you save your course outlines. When registering for further education in other institutions, the course outlines are often required to establish credit.

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**ECD 124, 214, 224
INTEGRATION SEMINAR II, III, IV**

INSTRUCTOR: Ann Gedrose, MSc
OFFICE HOURS: By Appointment
OFFICE LOCATION: Upon Request
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COURSE OFFERING

DAYS & TIMES: September 12, September 26, October 3,
October 17, November 7, November 21
Days: Mondays
Times: 4:30 - 6:00 PM

COURSE DESCRIPTION:

The 15 hour Integration Seminar provides a bi-weekly session with the student's College Field Coordinator and other students to discuss field placement experiences and further integrate class work with the field placement. The Seminar will also provide opportunities to discuss issues and explore topics in Early Childhood Development that are not specifically dealt with in the classroom. The Seminar will also focus on Developmentally Appropriate Practices in Early Childhood programs and on Quality Early Learning.

PREREQUISITES

Students must have successfully completed Field Placements and Integration Seminars at the preceding levels.

COREQUISITES:

Concurrent enrolment in Field Placement, at the same term level.

INTEGRATION SEMINAR LEARNING OUTCOMES:

The purpose of the Integration Seminar is to encourage students to question, examine and discuss issues related to Early Childhood Development and to their future role as professionals working in that field. The structure of each seminar may vary according to the needs of the individuals and each group. The learning outcomes are intended to reflect this flexibility.

Students successfully completing this course will be able to demonstrate competence in the following areas:

1. To relate early childhood theory to the skills required in field placement.
2. To describe observations of specific practices as recommended in National Statement on Quality Early Learning and Child Care (CCCF) and Developmentally Appropriate Practice (NAEYC).
3. To identify and analyse issues arising from the field placement experience.
4. To assume responsibility for learning and for helping to maintain a constructive and useful focus in the Seminar group.

DELIVERY METHODS/FORMAT

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

Each lesson will include a variety of teaching/learning strategies. 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 student's individual assignments.

COURSE REQUIREMENTS AND EVALUATION

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 is 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. The students own 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. The emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Attendance is mandatory. A student may be dismissed from a course or program if more than ten percent (10%) of the scheduled contact hours are missed in any one course." Therefore the maximum absence time acceptable for this 45-hour course equates to 4.5 total hours.

It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected and if a class should be missed, the student will communicate with their instructor ahead of time and at least upon their return to class.

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and if undertaken, will be accompanied with an assignment contract.

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.

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

Assignment #5	Preparation and Participation	30%
Assignment #6	Field Placement Journal	40%
Assignment #7	Self Reflective Essay	20%
Assignment #8	Learning Portfolio	10%

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.

ALL assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late. Remember that a passing grade must be achieved on all assignments. Therefore if an assignment is handed in more than 10 days late, it will result in a failing grade for the course.

After grading an assignment, the instructor may at his/her discretion ask a student to re-write an assignment if additional improvement is required.

Please see additional comments about assignments in the assignment package.

Evaluation

Credit will be based on level of participation in the classes, attendance, quality of effort and work seen in assignments, and demonstrated understanding of the course learning outcomes.

The final mark for this course will be at the discretion of the instructor and will be based on all components of this course.

Students will have the opportunity to formally evaluate the course and instructor at midterm and at the end of the course.

Plagiarism

Plagiarism involves representing the words of someone else as your own, without citing the source from which the material is taken. If the words of others are directly quoted or paraphrased, they must be documented according to standard procedures (APA). The resubmission of a paper for which you have previously received credit is considered a form of plagiarism.

Plagiarism is academic dishonesty, a serious academic offence, and will result in you receiving a mark of zero (F) on the assignment or the course. In certain cases, it can also result in dismissal from the college. And do not underestimate the impact such a situation will have on your reputation.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS

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 .

COURSE REQUIREMENTS/EVALUATION:

Students will take responsibility for their own learning and for contributing to the seminar process.

Attendance and Participation

Students are expected to attend and participate in every seminar.

Participation includes:

- listening actively to other group members
- sharing professional or personal experiences as they contribute to the learning process
- stating alternatives as part of problem-solving
- examining practices in an open and constructive manner;
- preparing discussion topics as assigned by the instructor

Integration Seminar Evaluation

Evaluation will be done according to the following criteria:

- Preparation and Participation
- Journals
 - Student share observations from field placement and examine these thoughtfully
- Self Reflection
 - The student completed the self reflective essay and self assessment form
- Learning Portfolio
 - The student presents a well organized portfolio

Field Placement Completion - Seminar and Field Placement are co-requisite courses and an acceptable grade must be obtained in both courses for a student to proceed to the next term Field Placement/Seminar.

REQUIRED TEXTBOOKS:

Copple, C. and Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. Washington: NAEYC

Doherty, G. (2000). *Partners in Quality: Tools for Practitioners in Child Care Settings*. Ottawa, Ontario: Canadian Child Care Federation. ISBN 0-9685157-7-0

CCCF. (2007). *National Statement on Quality Early Learning and Child Care*, Ottawa, Ontario: Canadian Child Care Federation