



# **Early Childhood Education**

## **Program Handbook**

2024-2025

# Early Childhood Education

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# Early Childhood Education

## 1. Coordinator's Welcome

Welcome to Confederation College and the Early Childhood Education program!

The field of Early Childhood Education is experiencing significant growth and diversification. A career in Early Childhood Education offers you a challenging and dynamic opportunity to specialize in the education, care and support of children and families.

This two-year program includes studies in traditional and contemporary theoretical approaches in early childhood curriculum and pedagogy, as well as the opportunity to participate in field practicum placements.

As an Early Childhood Educator, you will engage in reflective dialogue with others that supports the planning and set up of early learning programs.

Early childhood educators (ECE's) work in a variety of settings including, but not limited to infant, toddler, and preschool (including child care and nursery school) programs; before-and after-school programs, full day kindergarten programs and primary grade classrooms; special education and intervention programs; Ontario Early Years Centres; Head Start programs, family supports; home child care programs; parent/child/caregiver drop-in programs, pediatric playrooms, and health care settings.

You could be on your way to succeeding in your career goals with this program! Our faculty wish you the best of luck with your academic goals and are eager to support you throughout your 2-year diploma program.

Carly Rich, Program Coordinator, Early Childhood Education



### Coordinator Contact Information

Carly Rich

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## 2. Introduction

We want you to be successful in this program. You have chosen it for good reason, and we are excited to work with you to help you succeed.

We designed this handbook to help you understand the expectations of this program, the policies of the college, and the resources available to you.

We work hard to make sure the information in this handbook is accurate. If any changes occur throughout this school year, you will be notified by email. Be sure to check that you are reading the handbook for the year we are in.

This handbook is specific to your program, but there are other general college policies that you also need to be familiar with.

These can be found

- On the [College website](#)
- In the [New Student Guidebook](#)
- In the [SUCCI Student Handbook](#)

The SUCCI Student Handbook provides details regarding Student Services, Safety and Security, Student Rights and Responsibilities and more.

It is the responsibility of each student to review and comply with the content in this handbook.

If there are any questions or concerns regarding the content in this handbook, please contact:

**Program Coordinator:** Carly Rich

**Email address:** [crich1@confederationcollege.ca](mailto:crich1@confederationcollege.ca)

**Student Success Advisor:** Tony Wood

**Email address:** [tony.wood@confederationcollege.ca](mailto:tony.wood@confederationcollege.ca)

[Student Success Advisors - Contact Information | Confederation College](#)

We wish you all the best in your studies!

### 3. Program Credentials and Courses

#### Early Childhood Education

##### 2-Year Ontario College Diploma Program

The standard sequence of courses for the Early Childhood Education program is as follows:

Semester 1		Semester 2	
ED 117	Theoretical Approaches in ECE	ED 237	Pedagogical Approaches in ECE I
ED 142	Effective Interpersonal Communications	ED 239	Play Responsive Practice
SY 066	Sociology of Community	ED 234	Field Placement I (3 week block)
CS 050	College Writing	CS 223	Communications for Community Services
		GE	General Education Elective
Semester 3		Semester 4	
ED 337	Pedagogical Approaches in ECE II	ED 431	Reflective Education in Professional Practice
ED 330	Building FDK Partnerships	ED 452	Field Practicum (11 week block)
ED 127	Health Safety, and Well-Being Practices		
ED 347	Field Placement II (4 week block)		
GE	General Education Elective		

##### **Degree Works:** [Degree Works](#)

New to Confederation College, Degree Works is a web-based assessment tool to assist you in tracking your progress throughout your program.

With Degree Works, you can see:

- Courses you have completed
- Courses in progress
- Courses still required
- Grades for each course you have completed
- Pre-Requisites for future classes
- Additional Classes you have taken outside of the program
- Overall and Program GPA

## Early Childhood Education Diploma Planner

Course Planner Checklist    Name: \_\_\_\_\_ Student # \_\_\_\_\_

Full-Time Program Requirements	✓ have (Grade)	<i>X</i> <i>need</i>
<b>SEMESTER 1</b>		
CS 050 College Writing		
ED 117 Theoretical Approaches in Early Childhood Education		
ED 142 Effective Interpersonal Communication		
SY 066 Sociology of Community: The Indigenous Context		
<b>SEMESTER 2</b>		
CS 223 Communications for Community Services		
ED 237 Pedagogical Approaches in Early Childhood Education I		
ED 239 Play Responsive Practice		
ED 234 Field Placement I		
GE General Education Elective		
<b>SEMESTER 3</b>		
ED 337 Pedagogical Approaches in Early Childhood Education II		
ED 330 Building FDK Partnerships		
ED 127 Health, Safety & Well-Being Practices		
ED 347 Field Placement II		
GE General Elective		
<b>SEMESTER 4</b>		
ED 431 Reflective Educator in Professional Practice		
ED 452 Field Practicum		

**Note:** Please check [Degree Works](#) for the most recent version of your programs' courses.

## 4. Class Guidelines

Our goal at Confederation College is to create open, inclusive, and respectful learning environments for everyone – students, professors, and staff.

In order to maintain this kind of learning environment, we have created policies and procedures that outline the rights and responsibilities of students and professors.

Policies regarding Academic and Personal conduct are on the College website [Academic Policies](#) and also on page 10 of this handbook. We expect all students to review and follow these policies.

Policies below are specific to the Early Childhood Education Program.

### General Class Structure

On the first day or two of a class your professors will inform you of specific class rules and provide you with a course outline. This outline will describe the course, outline your assignments, explain the grading system, and provide a class schedule with important dates and deadlines. Usually, this information is posted on Blackboard, so refer to it often to avoid missing any deadlines.

Our core ED courses (ED 117, 237, 337) will take place on Wednesday, Thursday, and Friday mornings in the first, second, a third semesters of study. All other courses will take place throughout the week, Monday to Friday.

Distance Education students will be contacted by DE staff for an orientation and to share program specific requirements for students who attend online.

Professors will use your college email address and/or Blackboard as a means of communication. It is your responsibility to check your college email regularly.

## 5. Program Expectations

### Attendance / Participation / Missed Tests & Assignments

- Success is directly related to attendance. It is expected that you will attend all classes.
- Absences for legitimate and documentable reasons do occur BUT your professors need to be made aware – either prior to, or immediately following the absence. Waiting to contact a Professor for multiple weeks or months is not acceptable.
- If you are absent from class, you must find out what you missed from your classmates or professor. Your professor will not come to you or re-teach the material.
- Legitimate and documentable reasons for missing class need to be discussed in advance with your Professor. Examples include the following:
  - Illness or Medical Emergency: If you are sick or experience a medical emergency, you should inform your professor as soon as possible, preferably before the class.
  - Court summons, jury duty: A court summons or jury duty notice serves as documentation.
  - Death of family member: Documented through discussion with your Professor.
- Unacceptable reasons for missing class include the following:
  - Procrastination or poor time management
  - Sleeping in
  - Trips
  - Work

- If you miss a test/exam/quiz without a legitimate reason, you may receive a grade of zero (0).
- Some courses allow a comprehensive test to replace one missed test grade of zero (0). Some courses do NOT allow this. Consult your professor to determine if this is an option.
- If you miss an in-class assignment or activity (ones that are given and completed within the scheduled class time) without a legitimate reason, you will receive a grade of zero (0).
- Assignments, projects, essays, etc. (given as “homework” with a due date) are due on the assigned date. For most courses, late submissions will be penalized in the following manner:
  - Deduction of 10% of the grade per day.
- You CANNOT submit a semester’s worth of work at the end of the semester. Assessments are continuous throughout the semester.
- The last day of the semester is the final day to submit work. Beyond that date, work will not be accepted (unless otherwise approved by Professor).
- Assignments are to be submitted in the manner prescribed by your Professor. For example, some Professors require assignments to be submitted via hard copy while others will accept electronic attachments. Follow the submission instructions provided by your Professor. Professors are NOT required to print off your papers or projects, etc. This is YOUR responsibility.
- Distance Education students must contact the DE department for testing instructions. This includes approved testing centres, proctors, and specific program requirements.

### Teamwork

A significant amount of group work is required in this program. Individual students are expected to be full participants in, and contributors to, each group-based project/assignment within the program coursework.

Individual students who fail to meet this expectation, without documented extenuating circumstances may receive a failing grade in the project/assignment. Guidelines will be provided outlining the requirements of group work by individual faculty members. Expectations will vary among faculty and students are expected to ask questions if they are not clear.

### Grading

#### CALCULATING MARKS

If you have a question about how your test or assignment was marked, ask your professor.

Mark	Grade	GPA Point
80% - 100%	A	4
70% - 79%	B	3
60% - 69%	C	2
Below 60% *	F	0

All ED courses have a passing grade of 60% in order to be eligible to continue into the next semester. Other courses within the program such as CS and GE courses have a 50% passing grade.

Students who receive an F in one course of the semester, but achieve the minimum C grade in all other courses, may qualify to write a challenge exam if the following conditions are met:

- o Overall grade for the course is at least 50% (Semester 1 courses) or 55% (Semester 2, 3 & 4 courses)
- o Attendance is at least 80%
- o All evaluations for that course have been completed (quizzes, assignments, tests, etc.)
- o Students MUST achieve a 60% grade on the challenge exam



Students who are successful in the challenge exam will receive a final grade of 60 for the course, regardless of the grade they get on the challenge exam.

A student must receive a passing grade in field placement in order to move on into the next semester. This cannot be challenged. One upgrading opportunity in a core ECE course will be allowed per academic semester.

Course Evaluation and Grading Policy Ch5-s1-01 can be found on the [Academic Policies webpage](#).

### **Professionalism and In-class Behaviour**

- **Conduct yourself as a professional.** This includes your emails and interactions in the classroom and labs with faculty and classmates. Address your colleagues and teachers with respect both online and in-person.
- **Bring a drink to class if you need.** (Certain lab/shop environments prohibit this, so ask your professor if you are unsure). Dispose of your own garbage.
- **Turn off your cell phone in class.** If you must answer a call, leave the classroom quietly so you do not disturb the class. Tell your professor before class if you are expecting a call that you will have to answer.
- **Focus on what's happening in class.** Talking to classmates while the professor is speaking is considered disrespectful and disruptive.
- **Arrive on time for class.** If you are late, enter the classroom as quietly and discreetly as possible. Some teachers require students to wait for a break to enter the class if they are late. If you need to leave the class early, try to leave at a break and explain to your professor why you need to leave.
- **Ask for help when you need it.** We have many supports available to all students to help them be successful.
- **Participate during the class.** Students are encouraged to pay attention, take notes, participate in classroom
- **Ask for permission before recording lectures.** Because of the disclosures that occur in many class discussions, professors have the ability to deny this request.
- Professors will use your college email address and/or Blackboard as a means of communication.

### **Additional expectations:**

- **Have reasonable expectations regarding email/telephone response times.** Messages sent at late hours or on weekends will not be responded to until appropriate working hours.
- **Leave clear messages.** When leaving messages for professors, always (and clearly) include your full name, contact information, and specific class, as well as your question or concern.
- **Keep track of appointments.** If you schedule a meeting outside of class time with your professor, be sure to add it to your calendar and attend. If you cannot make an appointment, contact your professor beforehand to let him/her know you will not be showing up.
- **Know the start date and end date of each semester, as well as dates for any holidays or breaks.** (All relevant dates are identified in your SUCCI Student Handbook.) Early departure at the semester's end, early departure or late return at Student Success Week, or other scheduled vacation during the academic semester is not considered as an 'extraordinary circumstance.' You will NOT be granted permission to write tests or exams earlier or later to accommodate this.

## 6. Academic Policies

Students should familiarize themselves with the following College policies:

Charter of Students' Rights & Responsibilities: Ch5-s5-03

Course Evaluation and Grading Policy: Ch5-s1-01

Student Code of Conduct: Ch5-s5-02

Academic Integrity: Ch5-s5-01 (Sign-off Required, see page 12)

Use of Electronic Devices in Class: Ch5-s5-06

Academic Appeal Policy: Ch5-s1-02

**A complete list of Confederation College Policies and Procedures** can be found on the website, or accessed through the link below:

[Link to main Academic Policies and Procedures webpage](#)

## Academic Integrity

**Purpose:** Academic integrity is central to the mission of Confederation College. Commitment to academic integrity supports the mutual respect and learning that our community values. The Academic Integrity Policy and Procedure reflect these values.

**Scope:** Applies to all students and staff to guide behavior and support learning.

**Academic Integrity:** Having academic integrity means acting fairly and honestly when engaging in academic activities. By having and applying an Academic Integrity Policy and Procedure, Confederation College ensures graduates complete their studies fairly and honestly through hard work and dedication, and thus are well-prepared for their future careers.

**Definition of Academic Dishonesty:** A violation of academic integrity. Academic dishonesty takes the form of any kind of cheating in academic work, including taking credit for the work of others without crediting them, misrepresenting one's own work, fabricating information, and facilitating academic dishonesty by others.

Examples of academic dishonesty include, but are not limited to, the following:

- Plagiarism: representing the words or ideas of someone else as one's own including copy and pasting from internet, as well as failing to attribute any of the following: quotations, paraphrases, or borrowed information.
- Unauthorized use of artificial intelligence: utilizing AI and specifically foundational models to create writing, computer code, or images from minimal human prompting and presenting that work as one's own is an academic offense. There will be times when you are able to utilize generative artificial intelligence for productive and ethical academic use, but these instances will be guided and introduced by your faculty as part of your learning.
- Cheating: using or attempting to use unauthorized information or materials in any academic exercise; copying from one's own or someone else's work; representing someone else's work as one's own; or violating rules and policies governing examinations, such as bringing pre-written work into an in-class examination or talking during examination or accessing information via the internet.
- Fabrication: inventing or falsifying data, citations, or information.
- Facilitating academic dishonesty: intentionally helping or trying to help someone else commit an act of academic dishonesty.

**Consequences:** Violations may result in failing grades, suspension, or expulsion. Violation may also entail being recorded in the online tracking tool.

**Procedure for Students:**

- Read and become familiar with College policy and faculty expectations regarding academic integrity, as stated in the course outline.
- Seek clarification of principles and practices of academic integrity from the faculty and/or other academic resources, such as librarians, tutors, or the writing center, before completing assignments or attempting examinations.
- Cooperate with faculty if issues of Academic Dishonesty arise.

**Academic Integrity Sign-off**

Sign-off shows acknowledgment of your commitment to uphold academic integrity and understanding of the consequences for academic dishonesty, including specific examples provided.

I, \_\_\_\_\_ (print name), have read and understand the Academic Integrity information and policy contained in the Early Childhood Education handbook.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 7. Resources and Support Services

Writing Centre

<https://www.confederationcollege.ca/department/tutoring/writing-centre>

Student Success Centre

<https://www.confederationcollege.ca/department/student-success-centre>

Degree Works

<https://degreeworks.confederationcollege.ca:8002/>

Academic Date Calendar

<https://www.confederationcollege.ca/department/admissions/registration-services>

Program Pathways

[Early Childhood Education Pathways](#)

## 8. Contact Information

### Program Coordinator:

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### Faculty:

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**Dean:** Shane Strickland [shane.strickland@confederationcollege.ca](mailto:shane.strickland@confederationcollege.ca)

**Associate Dean:** Tania Pynn [tania.pynn@confederationcollege.ca](mailto:tania.pynn@confederationcollege.ca)

**Distance Education:** [de@confederationcollege.ca](mailto:de@confederationcollege.ca)

## Early Childhood Education Program Commitment to Students

- The Early Childhood Education program at Confederation College strives to prepare students to meet the demands of an evolving and diverse field.
- Faculty take a strength-based approach when engaging and supporting students. All students are viewed as competent, responsible individuals and are treated as such. Students are supported to make their own decisions and to take responsibility for their actions.
- Faculty strive to create an accepting, respectful community of learners where everyone feels safe, welcomed, and valued for their unique contributions to the class.
- Personal growth and self-awareness are an integral part of the student experience and serve as the foundation in supporting reflective practice.
- Instilling a disposition towards life-long learning and inspiring a passion and commitment to children, families and community is essential in preparing graduates to become competent, responsible, and reflective Early Childhood Professionals.

## Bullying & Harassment

It's About Respect ~ Confederation College's Respect Campaign is a grassroots movement that began in June 2006. This initiative is meant to raise public awareness, to make civility a topic of discussion, and to raise the bar in terms of expectations when it comes to behaviour and to prepare students for the expectations in the work world.

The college retains the authority for upholding behavioural standards and maintaining college order. College staff will impose consequences in accordance with their responsibilities. Faculty and staff will document occurrences of the following types of violations:

- aggressive behaviour,
- vandalism or destruction of property in excess of \$500 in value,
- harassment ,
- any incident in which campus security or policy were alerted.

The information about these violations will be forwarded to the student's Dean. Severe or recurring violations of behavioural standards may result in the removal of a student from a course or program. Removal from a course or a program may take different forms. Certain conditions may be applied to a student in order to remain in class.

Removal and conditions are defined as:

- temporary dismissal
- suspension
- behaviour contract
- restitution order
- expulsion
- notification of authorities

*The Student Code of Conduct can be found both in the College Student Handbook AND in Academic Policies. Students are encouraged to be familiar with the Code as well as the College's Respect Campaign. For more information on the Respect Campaign, visit the Student Union (SUCCI) website available through the college's main website under "Services".*

## Tips for Successful Students

Guidelines and Thoughts for Academic Success

Successful students exhibit a combination of successful attitudes and behaviours as well as intellectual capacity. Successful students . . .

### 1 . . . are responsible and active.

*Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it! Responsibility is the difference between leading and being led. Active classroom participation improves grades without increasing study time.*

### 2 . . . have educational goals.

*Successful students are motivated by what their goals represent in terms of career aspirations and life's desires. Ask yourself these questions: What am I doing here? What does my presence here mean to me? What are my future goals, where do I want to be in 5 years? How can I reach my goals?*

### 3 . . . ask questions.

*Asking questions has at least two extremely important benefits. The process helps you pay attention, seek clarification, gain new knowledge, and understand other perspectives.*

### 4 . . . are co-learners in the classroom.

*There are great benefits in creating classroom environments where everyone is seen as having valuable insights and knowledge that can be shared. This approach values the idea of the professor and students learning from each other. Students are active contributors, knowledge seekers and problem solvers in learning with others.*

### 5 . . . take good notes.

*Successful students take notes that are understandable, organized, and reviewed often. A short review of your notes while the material is still fresh on your mind helps you learn more. .*

### 6 . . . talk about what they're learning.

*Successful students get to know something well enough that they can put it into words. Talking about something, with friends or classmates, is not only good for checking whether or not you know something, but also a proven learning tool. Transferring ideas into words provides the most direct path for moving knowledge from short-term to long-term memory.*

### 7 . . . are time managers.

*Successful students develop a plan on how to manage their course load to meet assignment deadlines and expectations. The Student Success Centre offers study skills workshops and resources. For more information:*  
<https://www.confederationcollege.ca/student-success-centre/study-skills>

### 8 . . . are ambassadors of the college, be it in the community or in the classroom.

*Responsible, professional students conduct themselves in a professional manner because college is a professional environment; it's just like a job.*