BACHELOR OF APPLIED SCIENCE
EARLY CHILDHOOD
DIPLOMA IN EARLY CHILDHOOD EDUCATION

WINTER 2013
Section(s): 02
ECS 3070

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Course Title:	Community Development in Early Childhood
Pre-requisites:	10 credits
Co-requisites:	AHSS 3010
Restrictions:	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description

This course will examine the history, theory and practice of community development and participation in the field of early childhood. Students will explore their own values and beliefs in relation to community capacity building by experiencing community development work at the grassroots level.

Course Rationale

In this course, students will explore theoretical constructs, models, and practices of community development in early childhood. The role and responsibility of stakeholders at a municipal, provincial, national, and international level will be examined in relation to community capacity building. Students will participate in community development initiatives, evaluate social change, and implement advocacy strategies with a focus on contribution to the early childhood sector.

Course Learning Outcomes

On completion of this course the student will be able to:

1. differentiate between various models of community development;
2. compare theories of community development;
3. examine the role of various stakeholders (government, business, associations, organizations) in relationship to community capacity building;
4. explore the concept of volunteerism and its impact on community capacity building;
5. analyze complex problems in relation to conflicting values that are present in early childhood community development projects;
6. construct a personal philosophy of community development practice;
7. evaluate change efforts based on community development projects using a cost/benefit analysis;
8. create a community development plan/profile which supports healthy early childhood services;
9. develop a communication strategy that advocates for enhancement of early childhood initiatives in the local community;
10. demonstrate by evaluating through various approaches the attributes of effective community development practice.

Method of Delivery

Class discussion, case study, presentation, lecture, demonstration, field work and video will be used.

Learning Resources

Required Textbook(s):

Title:	**Community Development in Canada**
Author:	Jason D. Brown and David Hannis
Edition:	Second Edition, Pearson Education Canada (2011)
ISBN:	13: 978-0-205-75470-0

Title:	**Me to We - Finding Meaning in a Material World**
Author:	**Craig Kielburger and Mark Kielburger**
Edition:	**First Fireside Edition (2006)**
*ISBN:	**978-0-7432-9831-5 (available at local or on-line bookstores)**

Title:	**The Community Development Handbook: a tool to build community capacity**
Author:	Flo Frank and Anne Smith
Edition:	First Edition
***ISBN:**	0-662-28233-7 available at no cost on-line from the Government of Canada: Social Development Canada website: **http://www1.servicecanada.gc.ca/en/epb/sid/cia/comm_deve/cdhbooke.pdf**

Title:	**The Early Years Report 3: Making decisions Taking action**
Author:	**McCain, M.N., Mustard, J.F., & McCuaig, K. (2011).**
Edition:	**(2011)**
***ISBN:**	**978-0-9876993-0-5 available at no cost on-line from http://earlyyearsstudy.ca/en/**

Title:	**Cites & Sources: An APA Documentation Guide, rev. 3rd ed.**
Author:	**Haig, J., MacMillan, V., & Raikes, G. (2010)**
Publisher:	**Nelson Education**
ISBN:	**13: 978-017-650406-9**

Supplementary Texts/Resources/Other:

Title:	**With Our Best Future in Mind - Implementing Early Learning in Ontario**
Author:	Charles E. Pascal
Edition:	(2009)
***ISBN:**	978-1-4435-0380-8

Books:

Collier, P. (2007). *The bottom billion: why the poorest countries are failing and what we can do about it.* New York: Oxford University Press.

Clinton, B. (2007). *Giving: how each of us can change the world.* New York: A.A. Knopf.

Forni, P.M. (2002) *Choosing civility: the twenty-five rules of considerate conduct.* New York: St. Martin's Griffin.

Gladwell, M. (2002). *The tipping point: how little things can make a big difference*. New York: Little, Brown and Company.

Ife, J. and Testoriero, F. (2006). *Community development: community-based alternatives in an age of globalisation*, 3rd Edition. Australia: Pearson Education.

Kretzmann, J. and McKnight, John. (1993). *Building communities from the inside out: a path toward finding and mobilizing a community's assets*. Chicago: ACTA Publications.

Tapscott, D. and Williams, Anthony, D. (2006). *Wikonomics: how mass communication changes everything.* New York: Pearson Penguin Canada Inc.

Journals:

Community Development Journal
Journal of Community Practice
Journal of Community Psychology
Journal of Community Development Society

Web Links:

The Science of Early Child Development	http://scienceofecd.com
Government of Ontario	www.gov.on.ca
Global Voices	www.globalvoices.org
Community Development Society	www.comm-dev.org
Asset-Based Community Development Institute	www.northwestern.edu/ipr/abcd.html
Community Tool Box	http://ctb.ku.edu
Centre for Families, Work and Well-Being	http://www.worklifecanada.ca
Child Care Resource and Research Unit	www.childcarecanada.org
Child and Family Canada	www.cfc-efc.ca
Vanier Institute for the Family	http://www.vifamily.ca
The College of Early Childhood Educators	www.collegeofece.on.ca
Canadian International Development Agency	www.acdi-cida.gc.ca
Aga Khan Development Network	www.akdn.org
Consultative Group on Early Childhood Care and Development	http://www.ecdgroup.com
Canadian Council on Social Development	www.ccsd.ca
Better Beginnings, Brighter Futures	http://bbbf.queensu.ca
Roots of Empathy	www.rootsofempathy.org
Campaign 2000	www.campaign2000.ca
First Duty	www.toronto.ca/**firstduty**
Family Literacy Canada	http://www.abc-canada.org
Early Years	www.ontario**earlyyears**.ca
Canadian Association for Family Resource Programs	www.frp.ca
Canadian Institute of Child Health	www.cich.ca
Health Canada	www.hc-sc.gc.ca
Statistics Canada	http://www.statcan.gc.ca/
The Conference Board of Canada	www.conferenceboard.ca
Canadian Child Care Federation	www.cccf-fcsge.ca
Ontario Coalition for Better Child Care	http://www.childcareontario.org
Association for Early Childhood Educators, Ontario	www.aeceo.ca
Breakfast for Learning Foundation	www.breakfastforlearning.ca
Daily Bread Food Bank	www.dailybread.ca
Food Share	www.foodshare.net
Habitat for Humanity	www.habitat.ca
The Canadian Safe School Network	www.canadiansafeschools.com
The Ladybug Foundation	www.ladybugfoundation.ca
TNS Canadian Facts Social Policy Research	http://www.tns-cf.com/social/social.html
Free the Children	www.freethechildren.org

Unicef   http://www.unicef.org/
Bernard van Leer Foundation   www.bernardvanleer.org
Atkinson Foundation   http://atkinsonfdn.on.ca
Spread the Net   www.spreadthenet.org

Course Schedule

Week(s)/ Lesson	Topic	Reading(s)/ Activities
1 - January 09	**Introduction to Community Development** • Introduction to the Course: Learning Outcomes, Expectations, Readings, Evaluation, Learning Environment Protocol • "Terms of Reference": Community, Development and Capacity Building • Types of Communities • Functions of Communities • Myths about CD Work	*Me to We* (pgs. ix-xii, 1-32) *Community Development in Canada text* (pgs. 1-20) *The Community Development Handbook* (pgs. 3-11). **http://www1.servicecanada.gc.ca/en/epb/sid/cia/comm_deve/cdhbooke.pdf**
2 - January 16	**A Framework for Community Development** • Historical Perspectives • Major Concepts • Healthy Communities • Nurturing Communities **Theories of Community Development and Social Change: Planning and Action** • Community Development Models • Conditions for Change • Asset-based Community Development • Needs-based Approach ****Field Work Project Discussion and Groups Identified****	*Me to We* (pgs.33-53) *CD in Canada* (pgs.21-32) *CD in Canada* (pgs.33-54) Frank, F. & Smith, A. (1999). When does community development happen*?* In *The community development handbook: a tool to build community capacity*. (pgs. 13-24) **http://www1.servicecanada.gc.ca/en/epb/sid/cia/comm_deve/cdhbooke.pdf**

Revised December 20, 2012

Week(s)/ Lesson	Topic	Reading(s)/ Activities
3 – January 23	• Team Meetings: Prepare to participate in a designated community development project within the local community **Freedom Writers Questions Due**	*Me to We* (pgs.54-73)
4 - **Jan. 28-Feb. 1**	**Block Week**	**No Class**
5 - February 6	**Community Development Models** • Team Development Models • Appreciative Inquiry • Building Relationships • Types of Relationships **Field Work Research & Forms Due**	*Me to We* (pgs.74-94) *CD in Canada* (pgs.54 – 72) Mathie, A. & Cunningham, G. (2002). *From clients to citizens: Asset-Based community development as a strategy for community-driven development.* http://www.stfx.ca/institutes/coady/text/about_publications_occasional_citizens.html Mathie, A. & Cunningham, G. (2003). *Who is driving development? Reflections on the transformative potential of asset-based community development.* http://www.stfx.ca/institutes/coady/text/about_publications_drivingDev.html
6 - February 13	**Participation in Community Development** Community Field Work Day – No Class	
February 18-22	**READING WEEK**	No Class
7 - February 27	**Mid-Term Test**	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
8 – March 6	**Working within Communities** • Teamwork • Conflict • Ethical Considerations and Practices • Conflicting Values between Stakeholders ****Group Meetings****	*Me to We* (pgs. 113-136) CD in Canada (pgs. 93-114) *Our Best Future in Mind Report* (pgs. 23-46)
9 - March 13	****Field Work Panel Presentations at 2013 University of Guelph-Humber Human Services Symposium****	
10 - March 20	**Community Capacity Building – Community Development Profile** • A CD Process • Methodology: Research and Evaluation • Data Collection – Assessment • Mapping Visit the following websites and locate their Professional Code of Ethics: The Association of Early Childhood Educators, Ontario www.aeceo.ca The Canadian Child Care Federation www.cccf-fcsge.ca The College of Early Childhood Educators www.collegeofece.ca ****Philosophy Paper Due****	*Me to We* (pgs.95-112) *CD in Canada* (pgs.73-92) *Our Best Future in Mind Report* (pgs.1-22) Frank, F., & Smith, A. (1999). *Developing a process. In The community development handbook: a tool to build community capacity.* (pgs. 25-59) **http://www1.servicecanada.gc.ca/en/epb/sid/cia/comm_deve/cdhbooke.pdf** *Me to We* (pgs. 157-199)
11 - March 27	**Early Childhood Community Development Projects/Sponsors/Initiatives** • Local, National and International • Canadian Index of Well Being • Leadership • Advocacy	*Me to We* (pgs. 200-220) *CD in Canada* (pgs. 151- 167) *Our Best Future in Mind Report* (pgs.47-57) *The Early Years Study 3* (pgs. 63-73)

Week(s)/ Lesson	Topic	Reading(s)/ Activities
		Doherty, G., Friendly, M. and Beach, J. (2003) *OECD Thematic Review of Early Childhood Education and Care: Canadian Background Report* (pgs. 13-30, 85-88) http://www.oecd.org/dataoecd/41/36/33852192.pdf
12 - April 3	**Community Development in Review** • Course Review • *Final Exam Review*	*Me to We* (pgs. 246-270)

* Descriptions of assignments will be posted on the course site.

Evaluation Strategies and Due Dates

Students will be evaluated in this course through:

1. Take Home Assignment   05%   Due: Week 3
2. Mid-term Test   20%   Due: Week 7
3. Philosophy Paper   20%   Due: Week 10
4. Community Field Work Project   35%   Due: Week 5 - Research & Forms
                                  Due: Week 9 - Presentation
4. Final Exam   <u>20%</u>   (to be scheduled within final exam period)

                  Total   <u>**100%**</u>

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and are available online at http://guelphhumber.ca/registrar/schedules

Academic Policies - Important University of Guelph-Humber Academic Regulations

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: http://www.guelphhumber.ca/registrar/policies

NOTE: The University of Guelph-Humber Undergraduate Calendar states "Students need to remain aware that instructors have access to and the right to use electronic and other means of detection."
Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the Guelph-Humber Academic Calendar at:
http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify

specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students with special needs are accommodated through Humber ITAL Disability Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: http://www.humber.ca/disabilityservices/

Students will identify themselves to Disability Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*DS Memo to Faculty*".

When students require test accommodations, they will:
- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

EARLY CHILDHOOD PROGRAM POLICIES

Preamble
Early Childhood Educators wishing to use the registered ECE credential must meet the rigorous requirements of the Ontario College of Early Childhood Educators (CECE). The Early Childhood Program policies are a reflection of the requirements of employers in the human services sector and of the professional college of Early Childhood Educators, as well as legislation governing this profession. All standards referred to below are taken from the CECE Code of Ethics and Standards of Practice (2011).

1. **Meeting Deadlines**

   Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators obtain and review information relating to children under their professional supervision in a timely manner. Learning to meet deadlines is a critical professional skill.

   Evaluation of all assignments will take into account an individual's or group's ability to complete assignments within established deadlines — an important quality in the human services field.

   1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due date/time designated by the professor.
   1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.
   1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including weekends, that the assignment is late from the original due date/time.
   1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.
   1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student **via e-mail** to the professor **at least 24 hours** before the assignment's original due date/time.
   1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.
   1.7 If an extension is granted, the professor will provide a new date for the assignment. Extension requests will be granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.
   1.8 Deductions will not be applied to assignments granted an extension by the professor.

2. **Submitting Assignments**

   2.1 Assignments will be submitted according to the method and location specified by the professor.
   2.2 Late assignments must be submitted to the professor via the Drop Box located in the Learning Commons, Second Floor, unless otherwise specified by the professor.

2.3 The following guidelines will help to ensure that assignments are received by the professor: (1) date/time stamp the first page of the assignment using the stamp provided at the Drop Box, (2) place the assignment in a sealed envelope, (3) clearly write the professor's first and last name and course code on the outside of the envelope, (4) date/time stamp the assignment envelope, (5) insert the envelope in the appropriate program's Drop Box slot.

2.4 Assignments that are not date/time stamped by the student will be date/time stamped by the Faculty Liaison Officer when the box is emptied at the scheduled times.

2.5 If the professor agrees beforehand, students may e-mail an assignment to the professor to establish the date and time of submission. **A hard copy of the identical assignment must be submitted <u>within 24 hours</u> to the professor in order to be accepted as confirming the e-mailed submission's date/time.**

3. **Missed Tests (Does not include Final Exams)**

Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators promote a healthy lifestyle including but not limited to nutrition and physical activity. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.

3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a make-up test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such make-up tests must be made by telephone or e-mail to the professor, **<u>prior to the date of the test</u>**. Supporting evidence for the exceptional circumstance may be required by the professor.

3.2 If granted, a make-up test is scheduled as close to the date of the original test as possible, by arrangement with the professor.

Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.

4. **English Language and APA Citation Style Standards**

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators build effective relationships with colleagues and other professionals by using clear verbal and written communications. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.

4.1 Early Childhood Educators are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be evaluated using the following parameters of English language usage:
- Spelling

- Sentence structure
- Verb tense and subject-verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6th edition).

5.   Creating an Effective Learning Environment

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators work collaboratively with colleagues… [and]…By supporting, encouraging and working collaboratively with their co-workers, Early Childhood Educators enhance the culture of their workplaces.

5.1 Creating an effective learning environment is a key facet of student success. It is incumbent on the students to contribute to the creation of such an environment by:

- First and foremost respecting the rights of others.
- Listening attentively when others are talking.
- Refraining from talking with peers about issues not related to the course.
- Turning cell phones off (do **not** have on vibrate or use text messaging in class).
- Using computers only for course purposes - note taking, accessing PowerPoint, in class and course material (**not** for personal uses – e.g., MSN).
- Arriving on time and remaining for the duration of the class. If there is a need to be late or leave early, do so with minimum disruption to everyone.