

Early Childhood Education Resource Consulting

Section B.48
9/20/2019

Ontario College Graduate Certificate (Part-time Distance Education) (1051)

705.759.6700 : 1.800.461.2260 : www.saultcollege.ca : Sault Ste. Marie, ON, Canada



PROGRAM OVERVIEW

This online post-diploma program is designed to provide early childhood educators with specialized knowledge, skills, and abilities to work as resource consultants with children who have special needs and their families. Graduates may work in a range of early years and childcare settings including centre-based and home-based childcare, child and family programs, schools, and children's services (e.g. supports for children with special needs, children's mental health services and early intervention programs) to support inclusive early learning environments. The program consists of five (5) online theory courses and two (2) field placements.

ADMISSIONS

MINIMUM ACADEMIC REQUIREMENTS

Entrance Requirements:

- Early Childhood Education Diploma or equivalent
- Proof of current registration with College of Early Childhood Educators
- Applicants possessing degrees/diplomas from institutions where the language of instruction was not English will be required to provide test scores as evidence of their English language proficiency such as IELTS 6.0 with no band lower than 5.5, or equivalent scores in other recognized standard tests of English.

Graduation Requirements:

- Students must successfully complete all courses within 5 years of acceptance into the program in order to graduate.
- Students must obtain a G.P.A. of 2.0 or 60% or higher to obtain this certificate.

CAREER PATHS

For more details on related occupations, job market information and career opportunities, see the Government of Canada website: <http://www.jobbank.gc.ca>.

CLINICAL/LAB OR FIELD PLACEMENTS

Fieldwork experience provides the student with the opportunity to apply classroom theory to an actual employment situation.

All applicants will be required to submit documentation of having completed the following procedures prior to entering the field placement components of the program. If the appropriate documentation is not received at least two weeks before the start of the identified field placement, it may be necessary to

withdraw the student from the course.?

- **?A current (within six months) Police Record Search.**?This is required by students as they are enrolled in a program during which they will have unsupervised access to vulnerable persons
- **Immunization and Health Record Form.**?This form includes the following immunization requirements: Two-step TB test, Immunity against measles, mumps and rubella, current tetanus, diphtheria immunization, current influenza immunization.
- **Statement of Confidentiality Form, WSIB, and Workplace Agreement Form.**?These forms will be given to you to sign prior to your fieldwork placement.
- **WHMIS**

All costs associated with these requirements are the responsibility of the student.?

For further information regarding field placement requirements for this program, please contact Carla Bumbaco either by email: carla.bumbaco@saultcollege.ca or by phone: 705-759-2554 ext. 2658.

CERTIFICATIONS

Upon successful completion of the online Early Childhood Education Resource Consulting certificate program, students will obtain an Ontario College Graduate certificate.

PROGRAM OF STUDY

SEMESTER 1

OEL1287-3 Supporting Atypical Development
OEL1288-3 Adapting & Modifying Curriculum Practices
OEL1289-3 Working with Others Through Professional Engagement
OEL1290-3 Evidence Informed Decision-Making
OEL1291-3 Empowering Families Through Strength-Based Approaches
OEL1305-7 Introduction to Resource Consulting: Field Placement
OEL1306-10 Field Placement II (ECE Resource Consulting)

Course Descriptions

Semester 1

Supporting Atypical Development (OEL1287) (3 credits)

This course introduces students to early learning pedagogy and play-based strategies as the cornerstones of supporting children with special needs. Through a lens of curriculum principles that guide inclusive early learning programs, students will examine and analyze developmental characteristics of children in order to recommend program adaptations and modifications that build on children's strengths. In addition, students will utilize observation skills and screening tools in order to recommend centre policies and practices that promote meaningful and maximum early learning program participation.

Adapting & Modifying Curriculum Practices (OEL1288) (3 credits)

Students are introduced to the Family Service Plan as the consultation platform that integrates perspectives from families, early learning educators, health professionals and community services providers in order to adapt and modify curriculum practices. Students examine early learning environments and create a plan that recommends strategies, adaptations and modifications that promote the benefits of inclusive learning for children with special needs. In addition, students develop a proposal of how they plan to communicate this information to the full Family Service Team. This course highlights the importance of working in consultation with the whole team in order to support children.

Working with Others Through Professional Engagement (OEL1289) (3 credits)

Through a range of interactive, community-based learning opportunities, this course will examine methodologies and strategies to engage others in the consultation process to support families, early learning educators, and other community professionals. Students will apply adult learning principles to plan, deliver and evaluate educational opportunities for families, early learning educators and community professionals in supporting the healthy development of children living with diverse abilities. In addition, students will identify and critique organizational practices and create a consultation plan to engage stakeholders in the development of a shared philosophy of inclusion.

Evidence Informed Decision-Making (OEL1290) (3 credits)

This course examines how research, current legislation, regulations, and ethical and professional standards impact evidence informed practices of resource consultants. Students assess a variety of observation and screening tools, family engagement models and learning strategies in order to understand child development and advise families and early learning educators. They utilize and reflect on professional knowledge and plan further learning related to teaching and inclusive practices.

Empowering Families Through Strength-Based Approaches (OEL1291) (3 credits)

This course emphasizes the reciprocal partnership between the families of children living with diverse abilities and the service team within the community. Students will examine the structural, cultural, and developmental diversities of families in order to empower them as the primary support for their children's learning and development. Working in collaboration with the family and the service team, students will demonstrate strategies that engage in family-centred and strength-based decision making regarding the learning and development of the child. In addition, students will research community resources and learn to make referrals and advise families.

Introduction to Resource Consulting: Field Placement (OEL1305) (7 credits)

This field placement experience introduces students to the work of ECE resource consulting. Building on prior skills and knowledge students examine current legislation, policies and evidence informed practices to reflect on how the roles of the RECE and ECE resource consultant complement each other to support children living with special needs. Students demonstrate collaborative professional practices as they promote and advocate inclusive policies and environments. In consultation with the service team, students select, administer and interpret observation techniques and screening tools in order to contribute to the Family Service Plan. In addition, they recommend program adaptations and modifications that demonstrate the principles of early learning pedagogy and inclusive play-based early learning practices, empower parents as decision-makers. Students reflect on the effectiveness of those strategies as well as on their own personal development as early childhood interventionists. Note: The facilitator in this course does not provide placement services, collect police/medical checks or provide affiliation agreements on behalf of students registered at colleges other than Seneca. With the support of the registering college all students should be ready at the start of the course to provide the facilitator with the agency name, location, contact name and the agreed upon hours/dates of placement. The facilitator will liaise with agency to conduct the students assessment.

Field Placement II (ECE Resource Consulting) (OEL1306) (10 credits)

This field placement experience extends the students' understanding of the role of the ECE Resource Consultant. Working as a member of the service team, students act in accordance with legislative regulations, agency policies and professional standards. They will demonstrate family-centred strategies as they guide families to navigate potential supports and services and make recommendations that support the healthy development of children living with special needs. Through the use of reciprocal communication and evidence-informed practices, they will apply the principles of adult learning in order to co-ordinate and facilitate case management meetings, educational opportunities and referral discussions. They will reflect upon their consultation practices, evaluate strengths and challenges, and create a plan for further professional development. Note: The facilitator in this course does not provide placement services, collect police/medical checks or provide affiliation agreements on behalf of students registered at colleges other than Seneca. With the support of the registering college all students should be ready at the start of

the course to provide the facilitator with the agency name, location, contact name and the agreed upon hours/dates of placement. The facilitator will liaise with agency to conduct the students assessment.