



DEPARTMENT OF HUMAN SERVICES

DISTANCE COURSE OUTLINE – 2012/2013 ACADEMIC YEAR

CD 1011 Introduction to Early Learning and Child Care - 2(2-0-0) 30 HOURS

INSTRUCTOR: Varies – student notified upon registration. **PHONE:** [Click here to enter text.](#)
OFFICE: [Click here to enter text.](#) **E-MAIL:** [Click here to enter text.](#)
OFFICE HOURS:

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Essentials of Early Childhood Education (4th Canadian ed.). Bertrand & Gestwicki, 2012

CALENDAR DESCRIPTION

This course offers a broad overview of the field of early learning and child care. Students will investigate historical factors that have shaped early childhood theory and practice and will examine a variety of program models and their goals. The roles and responsibilities of the early childhood educator and determinants of quality early childhood programs are also discussed. This course also introduces students to some of the agencies and resources that support the professional growth of early childhood educators.

CREDIT/CONTACT HOURS: 2 credits (30 hours)

DELIVERY MODE(S): Online Distance Delivery

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

1. Identify historical influences on current early childhood theory and practice.
2. Explain the need and benefits of affordable, accessible, high quality child care and early education programs in Canada.

3. Outline the defining characteristics of various child care and early education programs (e.g. play school, family day care, out of school care, preschool, etc.) existing in Canada today and the challenges and rewards of working in each.
4. Describe a variety of contemporary program models, their goals and philosophies, e.g. Montessori, Waldorf, Reggio Emilia, High Scope, Aboriginal Head Start, Forest Preschools.
5. Identify the characteristics of high quality early childhood programs, including the attributes required of the early childhood educator.
6. Demonstrate understanding of ethics and professionalism in early learning and child care.
7. Identify and access agencies and resources that support professional development of early childhood educators.

TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below

GRADING CRITERIA:

A final grade of C- must be obtained to pass this course. Final grades are based on the following 4-point system:

Alpha Grade	4-point Equivalence	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

Please check Distance Student Handbook for withdrawal dates.

EVALUATION:

Learning Activities: 20 % of final grade
Unit I Assignment: 20% of final grade
Unit II Assignment: 50% of final grade
Unit III Assignment: 10% of final grade

STUDENT RESPONSIBILITIES: It is the right of the student and course tutor to experience a favorable learning/teaching experience. It is the responsibility of the student and of the tutor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and respect. The student must be familiar with the Distance Education Student Handbook and the student rights and responsibilities outlined in the College calendar. The student is responsible for contacting the course tutor on the designated days and times identified by the tutor, as well, as meet course work deadlines and completion timelines.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE

Students are given a start and end date for this course which must be completed within a four (4) month period. Under special circumstances students may be given up to a one month extension if they have completed 50% of the course work. Tutors have the right to set specific assignment deadlines.

“To be recognized for educational excellence in the fields of early learning & child care and educational assistant training.”