



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2015

CD1011 A2 Introduction to Early Learning and Childcare – 2(2-0-0) 30 HRS

INSTRUCTOR: Cassandra Kostuk **PHONE:** 780-539-2041
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OFFICE HOURS: Thursdays, 10 a.m. – 1p.m. or by appointment

LOCATION/ TIME: Room H135, Mondays @10-11:50 A.M.

DELIVERY MODE(S): Classroom instruction will include a combination of lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Gestwicki, Carol and Bertrand, Jane. (2012), Essentials of early childhood education (Fifth Canadian edition). Toronto, ON: Nelson Education Ltd.

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.

COURSE OBJECTIVES:

This course intends to provide students with:

- An overview of the field of early learning and child care.
- The opportunity to investigate historical factors that have shaped early childhood theory and practice
- Information pertaining to a variety of program models and their goals.
- An examination of the roles and responsibilities of the early childhood educator
- Discussion of the determinants of quality early childhood programs
- An introduction to some of the agencies and resources that support the professional growth of early childhood educators

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

- Identify historical influences on current early childhood theory and practice.
- Explain the need and benefits of affordable, accessible, high quality child care and early education programs in Canada
- 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
- Describe a variety of contemporary program models, their goals and philosophies, e.g. Montessori, Waldorf, Reggio Emilia, High Scope, Aboriginal Head Start, Forest Preschools
- Identify the characteristics of high quality early childhood programs, including the attributes required of the early childhood educator.
- Demonstrate understanding of ethics and professionalism in Early Learning and Child Care.
- Demonstrate an awareness of key agencies and resources available to early learning and childcare professionals in Canada to support their professional growth in the field.

COURSE SCHEDULE/TENTATIVE TIMELINE:

This schedule is tentative, and is subject to change. Please complete the textbook readings prior to class. Additional readings handed out in class may be assigned throughout the course.

Date	Topic	Readings (Textbook)
Sept 7	No Class Labour Day	
Sept 14	Intro to Course Course Outline Assignment Package What is Early Learning and Childcare? What is an Early Childhood Educator?	Chapter 1 & Chapter 5 (read in & after class)
Sept 21	History of early learning and childcare (ELCC)	Chapter 7
Sept 28	Theoretical influences in ELCC	Chapter 7
Oct 5	Current program models in ELCC	Chapter 2
Oct 12	No Class Thanksgiving	
Oct 19	Quiz #1 Types of ELCC programs	Chapter 1
Oct 26	Quality in ELCC	Chapter 3
Nov 2	Developmentally Appropriate Practice in ELCC	Pgs 52-53, additional readings given in class
Nov 9	DAP	Pgs 52-53, additional readings given in class
Nov 16	DAP	Pgs 52-53, additional readings given in class
Nov 23	Ethics and professionalism in ELCC	Chapter 6, Chapter 8
Nov 30	Ethics and professionalism in ELCC	Chapter 6, Chapter 8
Dec 7	Advocacy and resources in ELCC Quiz #2	Chapter 8

EVALUATIONS:

Quiz 1: 25%

Quiz 2: 25%

Major Assignment: 30%

Reading Reflections: 10%

In Class Tasks: 10%

An assignment package will be distributed during the first class.

LATE ASSIGNMENTS:

- 1) Late assignments will only be accepted if prior arrangements have been made with the instructor in writing, at least one week prior to the assignment due date.
- 2) Late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.
- 3) Should a student be allowed to re-submit an assignment a grade of 60 % is the highest grade the student can receive.

ATTENDANCE:

Regular attendance is essential for student success. More than 20% absenteeism may constitute a failure except for medical or extenuating circumstances in which a doctor's letter may be required

GRADING CRITERIA:

Please note: A minimum grade of C- is required to pass this course.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

UNIVERSITY TRANSFER (If applicable):

**** 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.**

Please refer to the Alberta Transfer guide for current transfer agreements:

www.transferalberta.ca

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

USE OF MOBILE DEVICES, LAPTOPS AND OTHER ELECTRONIC DEVICES DURING CLASS

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask you to turn off your mobile devices during class. If there is a specific reason you need to have your mobile device turned on in class you may request permission in writing (i.e. sick child).

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Student Misconduct: Academic and Non-Academic Policy at www.gprc.ab.ca/d/STUDENTMISCONDUCT

**Note: all Academic and Administrative policies are available at www.gprc.ab.ca/about/administration/policies/