



**DEPARTMENT: Human Services**

**COURSE OUTLINE – Summer 2016**

**CD1011 Introduction to Early Learning and Child Care – 30 Hours for 15 Weeks**

**INSTRUCTOR:** Muriel Underwood      **PHONE:** 780.539.4498  
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**OFFICE HOURS:** Email: anytime; Instructor night: 7:00 PM – 10:00 PM or by appointment

**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.

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

Gestwicki, Carol and Bertrand, Jane. Essentials of Early Childhood Education. 2012. Toronto, ON. Nelson Education Ltd. 5<sup>th</sup> ed.

**DELIVERY MODE(S):** Online

**COURSE OBJECTIVES:**

1. To identify historical influences on current early childhood theory and practice.
2. To understand and identify key components of current early childhood program models.
3. To understand why affordable, accessible, high quality early childhood programs are needed in Canada today.
4. To describe the defining characteristics of professionalism in early childhood education, the characteristics of high quality early childhood programs and why professionalism and quality matter.
5. To identify the early childhood practitioner's ethical responsibilities to children, families, co-workers, the community and society.
6. To identify appropriate strategies to advocate for young children, families and the field of early childhood education.
7. To identify resources available to early childhood practitioners in Canada.

**LEARNING OUTCOMES:**

1. Students will be able to identify the key theories historical influences applicable to the field of early childhood education and relate the theories to current practice.

2. Students will be able to establish and defend an ideal early childhood education model based on current program models presented in course material.
3. Students will be able to articulate why affordable, accessible, high quality early childhood programs are necessary in Canada.
4. Students will be able to describe the characteristics of quality in an early childhood program.
5. Students will be able to articulate what it means to be a child care professional.
6. Students will be able to recognize their ethical responsibilities, to all stakeholders, in an early childhood program.
7. Students will be able to formulate ethical solutions to common issues found in child care programs.
8. Students will be able to take a theoretical advocacy issue and plan its implementation.

### **TRANSFERABILITY:**

#### **A list of institutions to which this course transfers include:**

1. Athabasca University
2. Keyano College
3. Lakeland College
4. Lethbridge College
5. MacEwan University
6. Red Deer College
7. Mount Royal University
8. Medicine Hat College

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**\*\* 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**

### **EVALUATIONS:**

All submitted work is graded according to the standard set for the learning activity or assignment submitted.

### **GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

July 15, 2016 to October 15, 2016

**STUDENT RESPONSIBILITIES:**

1. Both the student and the instructor have the right to experience a favourable learning/teaching experience and the responsibility to engage in appropriate behaviour that positively supports learning.
2. To meet all submission deadlines.
3. To participate in discussion boards and Blackboard Collaborate sessions, when requested by instructor.
4. To have the latest version of the course textbook.
5. To have computer hardware and software that meets standards set for online delivery.
6. Student must be familiar with the *Distance Education Student Handbook*, and any regulations, policies and student conduct that apply to students studying via online deliver, as outlined in the college calendar.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, 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 <http://www.gprc.ab.ca/about/administration/policies/>

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