

DEPARTMENT of Education

COURSE OUTLINE – Fall 2022

CD1011 Introduction to Early Learning and Child Care – 2(3-0-0) 30 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Shelly Kelly

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OFFICE: Online

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OFFICE HOURS: Anytime by
appointment

CALENDAR DESCRIPTION:

This course offers a broad overview of the field of early learning and childcare. 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: Course notes and readings in Brightspace

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 childcare 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 childcare programs.
8. Students will be able to take a theoretical advocacy issue and plan its implementation

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** 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 rubric found in Brightspace.

Discussion Questions = 20% of your final grade

Learning Activities = 25% of your final grade

Assignments:

Unit One = 20% of your final grade

Unit Two = 25% of your final grade

Unit Three = 10% of your final grade.

GRADING CRITERIA:

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:

September 1 – December 16, 2022

Evaluation	Due Date
Unit 1 Discussion	Sept 9
Learning Activities	Sept 23
Assignment	Oct 14
Unit 2 Discussion	Oct 21
Learning Activities	Nov 04
Assignment	Nov 18
Unit 3 Discussion	Nov 25
Learning Activities	Dec 02
Assignment	Dec 16

STUDENT RESPONSIBILITIES:

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 Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.nwpolytech.ca/about/administration/policies/index.html>

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