

## DEPARTMENT OF EDUCATION

### COURSE OUTLINE – Winter 2025

#### **CD1011 (A3): Introduction to Early Learning and Child Care – 2 (2.5-0-0) 30 Hours for 12 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:** Desiree Klause  
**OFFICE:** H 217  
**OFFICE HOURS:** By appointment.

**PHONE:** (780)539-2213  
**E-MAIL:** [dklause@nwpolytech.ca](mailto:dklause@nwpolytech.ca)

**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:** Bertrand, J., & Gestwicki, C. (2016). *Essentials of Early Childhood Education*, 5th Canadian Edition, Toronto, Canada, Nelson Education Ltd.

**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.

#### **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 childcare and early education programs in Canada
- Outline the defining characteristics of various childcare 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 child care professionals in Canada to support their professional growth in the field.

## 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.alberta.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:

Test	25%
Weekly Discussions	20%
Assignment #1	20%
Assignment #2	25%
Attendance / Participation	10%

Assignment details and specific instructions will be discussed in class and provided on MyClass. Assignments must be submitted in the dropbox on MyClass by the date and time indicated. **ALL** assignments and tests **MUST** be completed and turned in to pass the course.

Unless arrangements have been made with the instructor prior to the due date, late assignments will be docked 10% per day. If the assignment is not received within 5 days of the due date, a grade of 0 will be given.

## GRADING CRITERIA:

Northwestern Polytechnic uses the **ALPHA** grading system as described in the table below:

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	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

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

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Week		TOPIC / DUE DATES	READING	ASSIGNMENTS
1	January 6	Intro to Course Course Outline Principle and Practices of Early Childhood Education	Chapter 1	
2	January 13	History of Early Childhood Education	Chapter 2	
3	January 20	Early Childhood Educators: Looking Ahead Early Learning Frameworks – Intro to Flight	Chapter 12 Flight	
4	January 27	Historical Figure Presentations		<b>Assignment #1</b> <b>Due</b> Jan 26 @ 11:59 pm: My Class Jan 27 @ 1:00 pm: In Class
5	February 3	Historical Figure Presentations & Program Expert Panel		
6	February 10	Early Childhood Education Programs & Policies	Chapter 11	
7	February 17	<b>Family Day – NO CLASS</b> <b>*READING BREAK WEEK*</b>		
8	February 24	Early Childhood Education Curriculum Approaches	Chapter 5	

9	March 3	Early Childhood Education Curriculum Approaches Continued	Chapter 5	
10	March 10	Quality Matters	Chapter 10	
11	March 17	Course Review		<b>Assignment #2</b> <b>Due</b> Mar 17 @ 11:59 pm: My Class
12	<b>March 24</b>	<b>TEST</b>		

**STUDENT RESPONSIBILITIES:**

Northwestern Polytechnic expects students’ conduct to be in accordance with basic rights and responsibilities. Please refer to the NWP calendar regarding rights and responsibilities.

**STATEMENT ON ACADEMIC MISCONDUCT:**

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

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

**DEPARTMENT OF EDUCATION EXPECTATIONS FOR STUDENT LEARNING**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

**Student Attendance and Participation:**

- You are expected to comment, respond to questions, interact with classmates, and otherwise contribute to the class dialogue. Questions are welcomed and encouraged. If you're wondering about something, most likely several classmates are as well, only they're afraid to speak up, so ask! To participate effectively, you should have the day’s reading completed before class begins. This will allow you to comment, answer questions, and ask questions of your own. A participation mark of 10% is attributed to this class and will reflect your engagement in the above areas. Class begins promptly on time, and it is expected that students arrive on time for class and leave only when class is finished.

To receive full marks for participation and attendance students are expected to:

- Sign in at the start of class. Attendance sheet will only be available for the first 15 minutes of class. Failure to sign in will result in an absent mark from the class.
- Be on time for class start and stay until the end.

- Turn off/put away technology not being used for instruction, that could be a distraction (phones, other computers, tablets). Studies indicate that cell phones not only interfere with your learning, but also the students around you.
- Students should choose courses with class times that work with their employment and personal commitments, and arrange medical/dental appointments, job interviews, full or part-time employment, child care and any other personal commitments around their course schedule, as students will not generally be excused from class for such activities.
- If you are unable to make class, communication is key. If your absence is for a legitimate reason (illness, family crisis), please let me know as soon as possible via email. Please send a new e-mail for each class missed for a legitimate reason, or clearly state which days will be missed. E-mailed notices of absence do not automatically “roll over” for future missed dates.
- Students are responsible for all missed material, including material missed due to legitimate/excused absences. Slideshows are posted to MyClass, and further information can be obtained from classmates. If, after you have reviewed the class materials, you have questions, please contact me and I'll be pleased to assist you.

## Assignments

- Hand in assignments via MyClass by the date indicated. ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

## AI & Turnitin

- Completing discussion posts, learning activities and assignments is a critical part of learning and essential to the development of your professional practice as an educator. Therefore, in this course, all learners will pledge to use AI tools in ethical and appropriate ways.
  - For example, it **would not be** ethical or appropriate to use Generative Artificial Intelligence applications such as ChatGPT to write a draft of a learning activity or assignment and submit it as your own work.
  - In comparison, it **would be** ethical and appropriate for you to use AI tools such as Spell Check or Grammarly to identify spelling and grammar errors in your own work so you can correct them before submission.
  - The use of Generative Artificial Applications such as ChatGPT without proper citation will be considered plagiarism and treated as such using Northwestern Polytechnic's Academic Misconduct Procedures. Assignments found to have been created using AI/bots **will not be graded and no resubmissions will be accepted**. Additional penalties may also be applied to your participation grade.
  - If you require additional clarity on the use of AI in this course, please reach out to your instructor.

- Students may be required to submit their course work to Turnitin, a third-party service provider engaged by BVC. Turnitin identifies plagiarism by checking databases of electronic books and articles, archived webpages, and previously submitted student papers. Students acknowledge that any course work or essays submitted to Turnitin will be included as source documents in the Turnitin.com reference database, where it will be used solely to detect plagiarism. The terms that apply to a student's use of Turnitin are described on Turnitin.com.

## Extensions

- Students must contact the instructor directly regarding extensions. I grant extensions for the following reasons: technological failure (may be used only once), sick children/family crisis, illness or injury of student, alien abduction (documentation required). Extensions are not open-ended; rather, we will agree on a new deadline, after which late penalties apply. Extensions are not given because of workload. Due dates across classes tend to come in clusters. Plan ahead and be prepared to deal with the schedule. Extensions will not be granted the same day an assignment is due.

## Additional Information

- Names/Pronouns: At the start of the course, my list of students' names is based on the register. If you would prefer to be called something else, please let me know, and I will adjust my list accordingly, and use your preferred name from that point on. You should feel free to use your preferred given name on all essays and submitted assignments. (If your preferred surname varies from the name under which you are registered, I may need occasional reminders.) If you want to tell me your pronouns, you should feel free to do so. I will respect your pronouns. All students are expected to respect their classmates' preferred names and pronouns.
- Communication: Please keep communication lines open. Ask questions, email me, seek me out and let me know if you are struggling with class content or deadlines. I am more than willing to help you in your learning so you can soak up all that there is to learn. However, I cannot help you if I do not know you need help. Communication is key!
- Crisis Management: I'm not a monster, but I'm not psychic, either. If something goes wrong in your life, I won't automatically know. If you let me know, I will work with you to help you keep up/catch up in the course. You are human and crises happen to us all. I will happily work with you to ensure they don't derail your academic career.
- Grades: How you do on assignments and in class has no bearing on how I view you as a person. Although marking can often be subjective, I do my utmost to grade the quality of the work based on the rubrics that are included for each assignment. You are separate from your work, and we are entitled to bad days. Please understand that I am more interested in your learning/growth than your grades, as you should be too.