

**GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT**

**CD 1011
INTRODUCTION TO EARLY CHILDHOOD**

SEMESTER: Fall 2004-2005

CREDITS: 2

HOURS: 30

DATES: Sept. 8- Nov. 19

DAYS: Wed. & Fri.

TIMES: 1:00-2:20 & 10:30-11:50

LOCATION: H135

INSTRUCTOR: Karen Kennedy

PHONE: 539-2040

OFFICE: H133

E-MAIL: kkennedy@gprc.ab.ca

OFFICE HOURS: posted or by
appointment

COURSE DESCRIPTION: This course examines programs and services for young children and their families. Aspects of high quality early childhood programs including their evolution, philosophy, practices, and the role of the early childhood practitioner will be introduced.

PREREQUISITES: None

Note: Credit will be granted for CD1010 or the combination of CD1011 and CD1370

TEXT: A required Course Readings Package is available at the bookstore.

OBJECTIVES: On successful completion of this course, you should be able to:

- Describe the characteristics of a variety of early childhood programs
- Discuss the origins and development of child care centers, nursery schools, and kindergartens in Canada
- Identify the contributions of historical and contemporary theorists and philosophers
- Describe the components of high quality early childhood programs
- Discuss the role of the early childhood practitioner
- Demonstrate an understanding of practices that best support young children's development

TEACHING METHODS: Lectures will incorporate A.V. materials, discussion, in-and out-of-class activities and assignments, and guest speakers.

GRADING POLICY: A final grade of D (1.0) must be obtained in order to pass this course. The final grade is based on: Assignments (95%) Attendance/Participation (5%).

Assignment and final grades will be based on the following 4-point grading system:

Alpha Grade	4-Point Equivalence
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

ASSIGNMENTS:

An assignment package will be provided in the first full week of classes.

CLASS POLICIES:

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, but is not limited to, treating others with dignity and respect.

The student must be familiar with the E.C.D. student handbook and students' rights and responsibilities found in the College calendar.

- Regular attendance and active class participation help you understand the content and be a successful student. Absence from 20% and over of the class hours will result in a grade of 0 for attendance/participation.
- Assignments are due in-class or before 4:30 on the assignment due date. Late assignments will be deducted an initial 5 % and 1% per day, including weekends. Assignments will receive a grade of 0% after 10 days late.
- All work should be typewritten (or neatly handwritten) and double-spaced. Points will be deducted or the work may be required to be rewritten when there are significant spelling or grammatical errors. Refer to the College calendar and the E.C.D. Student Handbook for assignment submission guidelines.
- Graded assignments will normally be returned within two weeks.
- The last day to withdraw from this course with full refund of tuition is Sept. 17
The last day to withdraw from this course with permission (W is assigned by the Registrar's office) is Nov. 5.
- Changes to this course outline will be discussed with you in class.

TOPICS:

The following topics, although not necessarily in the listed order, will be covered in this course.

1. The Field of Early Childhood
 - A. Overview of the people and the profession

2. The Roots of Early Childhood Education and Care
 - A. Influential people in the history of early childhood
 - B. The growth of and need for early childhood programs
 - C. Development of child care, nursery schools, kindergartens and special programs in Canada
 - D. Contemporary program models (Reggio Emilia, Project approach, Montessori, High Scope, developmentally appropriate practice, child-centered philosophy)

3. Early Childhood Programs
 - A. Types and Purposes
 - B. Components of high quality programs
 - C. The impact of quality on children

4. The Adult
 - A. Personal Qualities of early childhood practitioners
 - B. Roles (nurturer, facilitator, guide and instructor, model, planner, observer, collaborator, resource, advocate. learner)

5. Child-centered programs
 - A. Child-centered philosophy, goals, values
 - B. Children's play, learning, and development

CLASS SCHEDULE:

A schedule outlining assignment due dates, course readings and AV materials, and lecture topics will be provided with the assignment package.