

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT  
CD2130  
ISSUES & OPTIONS IN CHILDCARE**

**HOURS:** 30

**CREDITS:** 2

**SEMESTER:** \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**TEXT:** \_\_\_\_\_

**COURSE DESCRIPTION:**

Issues and Options in Childcare provides the learner with an overview of a wide range of topics related to childcare. The learner will gain an understanding of federal and provincial child care programmes, lobbying and professionalism, child care options, and characteristics of school age children and programmes.

**COURSE REVISED: APRIL, 1996**

## **CD2130**

### **ISSUES & OPTIONS IN CHILDCARE**

#### **UNITS**

##### **UNIT 1**

The learner will be familiar with the legislation, policy, and finances involved in operating a daycare centre.

##### **UNIT 2**

The learner will be familiar with lobbying methods, political process, addressing public concerns, and organizations for early childhood professionals.

##### **UNIT 3**

The learner will be familiar with the different types of childcare options and governing models for non-profit centres and private centres.

##### **UNIT 4**

The learner will become familiar with legislation and policy, funding, philosophy, and characteristics of Out-of-School Care programmes.

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**Unit One: The learner will become familiar with the legislation, policy, and finances involved in operating a day centre.**

**Objectives:** Upon successful completion of this unit the learner will be able to:

1. Explain how the development of daycare services in Canada contributes to current attitudes and legislation
2. Describe Canada's childcare policy.
3. Use the Alberta daycare licensing policy manual to identify day care legislation and policy, and understand how these affect the quality of care for young children.
4. Identify funding sources for day care centres and service users in Alberta and apply this knowledge to develop a day care centre budget.

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**Unit Two: The learner will be familiar with political process, lobbying methods and support organizations for early childhood professional.**

**Objectives: Upon successful completion of this unit the learner will be able to :**

1. Identify political decision making processes, e.g. lines of authority and government advisory and appeals committees.
2. Identify issues affecting young children and their families, and develop strategies to address these issues.
3. Become aware of functions of specific local, provincial and national support organizations for early childhood professionals.

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**Unit Three: The learner will know types of child care options and the governing bodies for non profit and private organizations.**

**Objectives: Upon successful completion of this unit the learner will be able to:**

1. Describe the following terms: private day care centres, non-profit day care centres, parent cooperative day care centres, licensed family day homes satellite family day home agencies, work place day care centres and live-in nannies.
2. Understand the advantages and disadvantages of each type of child care service and apply this understanding to make suitable child care recommendations to families.
3. Describe the structure and responsibilities of governing bodies.

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**Unit Four: The learner will understand how out-of-school care serves the needs of children ages 6 -12**

**Objectives:** Upon successful completion of this unit the learner will be able to:

1. Describe the purpose and philosophy of out-of-school programmes.
2. Know Alberta's legislation, policy and funding of out-of-school programmes.
3. Describe the developmental characteristics of children ages 6 - 12 years.
4. Plan developmentally appropriate experiences and environments for school-age children.

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Upon successful completion of this course students will have acquired and demonstrated specific knowledge, skills and attitudes.

**They will gain knowledge of:**

1. The history of development of day care services in Canada.
2. Canadian federal child care policy.
3. Alberta day care legislation and licensing policy.
4. Alberta funding to day care centres and service users.
5. Impact of legislation on quality care including staff wages.
6. Effective lobbying techniques.
7. Political process.
8. The roles and functions of professional organizations.
9. Types of child care services; advantages and disadvantages of each.
10. Structure and responsibility of governing boards.
11. Purpose and philosophy of out-of-school care programmes.
12. Legislation, policy and funding out-of-school care programmes.
13. Developmental characteristics of children ages 6 - 12.
14. Appropriate experiences and environment in out-of-school programmes.
15. Recognizing legislation as minimal standards.
16. Legislation, policy and financial contributions to the impact on quality day care including staff wages.

**They will gain skills in:**

1. Applying knowledge of funding to day care operating budgets.
2. Applying knowledge of political process to effective lobbying techniques including issue identification and campaigning.
3. Applying knowledge of types of child care services in making appropriate recommendations to families.
4. Identifying the functions and responsibilities of governing bodies.
5. Applying knowledge of child development to plan appropriate experiences and environments for school age children.
6. Applying knowledge of Alberta Day Care Licensing Policy to recognize if situations are in compliance or non-compliance.

**They will develop attitudes which reflect:**

1. An appreciation of the role of politics in the structure and availability of child care services.
2. A belief in working cooperatively with child care and other professionals including government personnel to serve the needs of young children and their families.
3. An appreciation of the roles of early childhood professional organizations.
4. An appreciation for, and awareness of, different child care options to meet the varying needs of families.
5. An understanding of the role of governing bodies of child care organizations.
6. An understanding of the purpose and philosophy of out-of-school programmes.