Course Outline

ELCC 201A: Foundations of Early Learning and Child Care

Class Times: Friday; 8:30 am – 11:20 am
Location: Room 1600

Instructor: Shauna Philip

Contact Information:
Office #: 2500 D
Phone: 403-342-3425
FAX: 403-357-3618
Email: shauna.philip@rdc.ab.ca
Office Hours: Thursday 12:00 – 12:30 PM, 4:00 – 4:30 pm, Friday 12:30 – 1:00 pm or by appointment

Course Description:
The characteristics and roles of Early Childhood professionals in various program settings. Recent positions and issues on "quality" in child care. Health, nutrition, and safety information and implications for practice. Anti-bias curriculum.

Prerequisite: None
Credit hours: 3

I. Learning Outcomes
This course has been designed to provide an overview of the child care field through an examination of the “core” characteristics of care giving and the roles and functions of caregivers in different settings. Recent positions of the nature of quality care will be explored. Students will also learn about basic health, nutrition and safety as it applies to early learning and child care practice. Also covered are the topics of respecting diversity and understanding the role of the caregiver in regard to child abuse.

II. Course Topics
In this course, you will have the opportunity to learn about:

a. the characteristics of settings in which early learning and child care practitioners are employed and their responsibilities in terms of:
   i. roles of early learning and child care practitioners in various program settings.
   ii. critical issues that are unique to each setting.
iii. the essential ‘core’ characteristics of early learning and child care practice including its emphasis on the ‘whole’ child, the importance of relationship and involvement with families.

iv. individual characteristics of quality caregivers.

v. the main issues involved in providing high quality care for children.

vi. the main theoretical orientations which shape child care practice.

vii. planning a program that reflects anti-bias curriculum.

viii. understanding the basics of child abuse, and the caregiver’s role in responding to abuse.

b. the necessity of considering health, nutrition and safety in early learning and child care settings in terms of:

   i. awareness of common childhood illnesses
   ii. policies and procedures for managing illness.
   iii. playground safety.
   iv. planning and supervising safe environments.
   v. planning and preparing safe and nutritious snacks and meals.
   vi. understanding the importance of being a healthy caregiver.

III. Learning Activities
This course will be conducted in class through discussions, group work, and media.
Some notes and additional information may be available on Blackboard through the RDC Loop.

IV. Required Texts and Written Materials

   Recommended:

V. Material and Special Fees
There is a $10.00 fee for class materials.
VI. **Assignments and Anticipated Timelines**

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITIES</th>
<th>DUE DATE</th>
<th>VALUE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midterm Exam</td>
<td>October 10</td>
<td>25%</td>
<td></td>
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<tr>
<td>2. Final Exam</td>
<td>Exam Week</td>
<td>25%</td>
<td></td>
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<tr>
<td>3. Snack Assignment – make sure that you sign up to confirm your assignment due date</td>
<td>October 24, 31 or November 7</td>
<td>25%</td>
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<tr>
<td>4. Group presentation on program types</td>
<td>November 28</td>
<td>25%</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
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**Snack Assignment**
You will find, plan and serve a nutritious snack to the class. A brief written component is also required.

**Group Presentation on Program Types**
You and your group will develop an in-class presentation that will provide information on a specific type of early childhood program. The information that you will provide will include but not limited to: child ratios, adult roles, program schedule, program strengths, program challenges.

**Exams**
The exams will be tests of key course information and its application to early learning and child care practice. Exams are difficult to reschedule, so it is important and required that you write the exams on the dates indicated. The purpose for these tests is twofold:

- They give you motivation to review the course materials and to organize them in ways that allow you to integrate them with prior learning.
- They allow the instructor to gauge your level of understanding of key course content.
- The RDC Final Examination Policy will be followed with respect to the final exam. Please review this document to ensure you understand the contents and implications of the policy.
VII. Evaluation Guidelines

a. This course will be evaluated according to the College Grading System outlined in the RDC Calendar. The Red Deer College Final Examinations Policy will be followed.

b. Late Assignment Policy: Assignments are due at the beginning of class on the required date. If you are unable to hand your assignment in at that time, you must ask permission to hand it in late, preferably at least one day in advance. The instructor may decide not to allow a late submission. If permission is granted, an automatic deduction of one full grade or 10% will be made (i.e. from B down to C, from 78% down to 68%, from 16/20 to 14/20).

c. Attendance Policy: Attendance and participation is expected and valued. Failure to attend classes regularly may result in the reduction of your final mark, including the possibility of failure.

d. Instructor Commitment: Students can expect feedback from assignments within two weeks of their submission.

e. The RDC Academic Misconduct Policy (Plagiarism) is in effect. Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. The complete RDC policy is available at: http://www.rdc.ab.ca/about/standard_practices/documents/student_dispute_appeal_and_misconduct_processes_policy.pdf
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| A - EXCELLENT | outstanding performance | with strong evidence of:  
- a comprehensive grasp of the subject matter  
- a good capacity for original, creative, and/or logical thinking  
- an excellent ability to organize and to synthesize ideas and to express these in a coherent and concise manner |
| B - GOOD | above average performance | with evidence of:  
- a substantial knowledge of the subject matter  
- a good understanding of and familiarity with the relevant concepts and techniques  
- some capacity for original, creative and/or logical thinking  
- an above average ability to organize and to synthesize ideas and to express these in a coherent and concise manner |
| C - SATISFACTORY | average performance | with evidence of:  
- an acceptable basic grasp of the subject matter  
- adequate understanding of and familiarity with the relevant concepts, and techniques  
- many small flaws and/or a major error/omission in the assignment |
| D - RDC PASS ONLY (not always transferable) | unacceptable performance with some redeeming value | an unacceptable standard with evidence of any of the following:  
- little familiarity with the subject  
- analytical skills inadequately developed  
- little understanding of the concepts and techniques involved  
- little competence in basic skills |
| F - FAIL | | inadequate performance in most respects |

+, - will be used to indicate standings within categories.

NOTE: Plagiarized work may result in the assignment of an F and could also result in expulsion from the course.

NOTE: A grade of “A” will generally be the top grade in a course, with “A+” being reserved for recognition of exceptional achievement. An “A+” grade will only be given at the end of the term to students with outstanding levels of achievement. No “A+” grades will be given for assignments, quizzes, and tests during the term.
Individual instructors determine how grades will be assigned to each assignment or test in a course and will communicate this information to students.

Following are examples of how this may be done:

- A letter grade may be assigned holistically with written comments to support the evaluative decision.
- Students may receive a number of points for the assignment, which then would be converted to a letter grade.
- Grids identifying a percentage grade and/or grade range for each letter grade increment may be developed for a particular assignment and/or test.
- Points or percentages of several small assignments or tests may be "clumped" and letter grades then assigned.

Students must achieve 50% in order to receive a D letter grade for a minimal pass in each assignment and test. Individual assignments and tests which receive less than 50% will be recorded as zero in the final grade calculations.

Final grades will be given as a letter as per the College policy and using the following conversion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥93</td>
</tr>
<tr>
<td>A-</td>
<td>≥88</td>
</tr>
<tr>
<td>B+</td>
<td>≥83</td>
</tr>
<tr>
<td>B</td>
<td>≥78</td>
</tr>
<tr>
<td>B-</td>
<td>≥73</td>
</tr>
<tr>
<td>C+</td>
<td>≥68</td>
</tr>
<tr>
<td>C</td>
<td>≥63</td>
</tr>
<tr>
<td>C-</td>
<td>≥58</td>
</tr>
<tr>
<td>D+</td>
<td>≥53</td>
</tr>
<tr>
<td>D</td>
<td>≥50</td>
</tr>
<tr>
<td>F</td>
<td>≤49</td>
</tr>
</tbody>
</table>

VIII. Changes to the Course Outline

It is the student’s responsibility to be familiar with the information contained in the course outline and to clarify any areas of concern with the instructor.

Changes to the Course Outline may be made after the first class. This must be done during a regular class, by class consensus, with all the students who are in attendance on that day. These changes are then subject to review by the Program Chairperson for completeness and consistency with all college policies.

Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should they have questions or concerns about the Course Outline that cannot be resolved with the Instructor or the Chair of the Department.
IX. Support Services
All RDC students can access the following free support services:
• Services for students with disabilities (students are responsible for registering for these services early in the term)

Academic Resources on Campus
Visit the Student Life tab or the Learning Supports tab on the Loop at www.rdc.ab.ca for information on the following services.

Learning Support Services (Library Information Common)
• Writing Skills Centre (403-342-3264)
• Math Skills Centre
• Learning Strategies (note-taking, studying and exam-writing strategies learn_help@rdc.ab.ca)
• Peer Tutoring (one-on-one tutoring by students) http://rdc.libguides.com/peertutors
• Computer Basics
• Peer-Assisted Study Sessions (PASS) (student-led study groups)
• Prescreening and referral for learning disabilities

Disability Services (Library Information Common; 403-357-3629)
• Coordination of services (tutoring, alternate format text, note-taking etc.)
• Academic accommodations, including exam accommodations
• Accessibility issues
• Funding information and referral

Counselling and Career Centre (Room 1402; 403-343-4064)
• Personal counselling
• Career counselling
• Employment and Career Services (resumes, job postings, etc.)

X. Add/Drop and Withdrawal Dates
The last day to drop/add is Thursday, September 11, 2014. The last day to withdraw without academic penalty is Wednesday, December 3, 2014.

XI. Prior Learning Assessment
This course may be eligible for Prior Learning Assessment. Students should refer to the RDC College Calendar for a list of excluded courses.

Jane Proudlove
Chair, Early Learning and Child Care