



**Introduction to Early Childhood Education – ECED 129**  
Child, Youth and Family Studies Program:  
Early Childhood Education Specialty

**Course Outline**

**COURSE IMPLEMENTATION DATE:** Pre 1998  
**OUTLINE EFFECTIVE DATE:** September 2021  
**COURSE OUTLINE REVIEW DATE:** April 2026

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**GENERAL COURSE DESCRIPTION:**

ECED 129 provides students with an introduction to the Early Childhood Education profession. The history of early childhood education in Canada and theoretical perspectives that compare and contrast Western and Indigenous views are explored. Regulatory requirements, play-based curriculum and pedagogy, assessing quality environments and practice, diversity, programs and services, and responsibilities of the Early Childhood Educator are discussed in detail. The Early Learning Framework is embedded in the course to help students understand how it informs their practice.

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**Program Information:** This course is a required course for the Child, Youth and Family Studies Program: Early Childhood Education Specialty.

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**Delivery:** This course is delivered face-to-face and online.

**COTR Credits:** 3

**Hours for this course:** 45 hours

**Typical Structure of Instructional Hours:**

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	45

**Practicum Hours (if applicable):**

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

Lynn Wood, ECE Dip, PID, BA CYC

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Signature

**APPROVAL SIGNATURES:**

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Department Head Signature

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Dean Signature

EDCO

Valid from: September 2021 – April 2026

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Education Council Approval Date

**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website)

**Corequisites:** None

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA  Yes  No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** N/A

## Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Bertrand, J. (2022). *Becoming and being an early childhood professional* (1<sup>st</sup> ed). Cengage Canada.

Haig, J., & Sutherland, V. (2021). *Cites & sources: An APA documentation guide* (6<sup>th</sup> ed). Toronto, Ontario: Nelson Education Ltd.

*Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.*

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## LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- describe the history of early childhood education in Canada, current theories and Indigenous views of early childhood;
  - compare a variety of philosophical approaches including Western and Indigenous perspectives, knowledge and cultural values;
  - identify principles and practices of early childhood;
  - describe pedagogical strategies;
  - identify the role of reflective and intentional practice;
  - describe the role of play and play-based experiences in Early Childhood Education;
  - define different types of play;
  - define curriculum approaches with a focus on Indigenous curriculum approaches;
  - describe the role and skills of the Early Childhood Educator/facilitator;
  - identify purpose, role and partnerships Supported Child Development and Aboriginal Supported Child Development have in communities;
  - define components of quality in Early Childhood Education environments;
  - identify legislative regulations and professional requirements in British Columbia for Early Childhood programs and educators;
  - incorporate a community asset building perspective into your personal and professional life; and
  - describe the key characteristics, purpose, goals and approaches of early learning frameworks and, how it informs practice.
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**COURSE TOPICS:**

- Philosophical and Curriculum Approaches
- Legislative Requirements
- Role of Educators
- Value of Play
- Indigenous Perspectives
- Supported and Aboriginal Supported Child Development
- Asset Building - Search Institute 40 Developmental Assets
- Early Learning Framework
- Bio-Ecological Systems Theory

*See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.*

**EVALUATION AND ASSESSMENT (Face-to-Face Delivery):**

Assignments	% Of Total Grade
Philosophical Research and Presentation, Value of Play Presentation, Bio-Ecological Systems Model, Asset Building & Movie Review	40%
Guided In-class Discussions	40%
Quizzes	<u>20%</u>
Total	100%

**EVALUATION AND ASSESSMENT (Online Delivery):**

Assignments	% Of Total Grade
Philosophical Research and Presentation, Value of Play Presentation, Bio-Ecological Systems Model, Asset Building & Movie Review,	40%
Discussion Activities	40%
Quizzes	<u>20%</u>
Total	100%

*Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.*

**EXAM POLICY:**

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

## COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

Any student who misses a scheduled in-class activity will be given a grade of “O” for the activity.

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## ACADEMIC POLICIES:

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

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## COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.