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

Course Outline

GENERAL COURSE DESCRIPTION:

ECED 129 provides an introduction to the Early Childhood Education profession including an overview of the history and theories of Early Childhood Education, diversity of programs and services, and attitudes and responsibilities of the Early Childhood Educator.

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

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

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Hours</td>
<td>45</td>
</tr>
<tr>
<td>Seminars / Tutorials</td>
<td></td>
</tr>
<tr>
<td>Laboratory / Studio Hours</td>
<td></td>
</tr>
<tr>
<td>Practicum / Field Experience Hours</td>
<td></td>
</tr>
<tr>
<td>Other Contact Hours</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

Practicum Hours (if applicable):

<table>
<thead>
<tr>
<th>Type of Practicum</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-job Experience</td>
<td>N/A</td>
</tr>
<tr>
<td>Formal Work Experience</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
Course Outline Author or Contact:
Lynn Wood, ECE Dip, PID, BA

APPROVAL SIGNATURES:

Department Head
Sandi Hill
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Dean of Health and Human Services
Heather Hepworth
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EDCO

Valid from: September 2020 – April 2025

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:


Links:


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.

LEARNING OUTCOMES:

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

- understand characteristics of a variety of age groups;
- explain the value and stages of play;
- explain the role of the Early Childhood Educator/facilitator;
- discuss critical skills for educators;
- identify strategies for building partnerships;
- understand culture and diversity and their impact on young children;
- compilation of family resources;
- define quality in Early Childhood Education environments;
- compare a variety of philosophical approaches to teaching young children;
- describe issues in early childhood;
- compare and contrast legislative requirements in Canada for Early Childhood Education;
- incorporate a community asset building perspective into your personal and professional life; and
- understand the purpose, context and core elements of the Early Learning Framework.

COURSE TOPICS:

- Philosophical Approaches
- Legislative Requirements
- Role of Educators
- Diversity
- Supported Child Development
- Asset Building - Search Institute 40 Developmental Assets
- Early Learning Framework
• Value of Play
• Relationship Building
• 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):

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% Of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophical Research and Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Value of Play Presentation, Bio-Ecological Systems Model, Asset Building &amp;</td>
<td>40%</td>
</tr>
<tr>
<td>Movie Review, Early Learning Framework</td>
<td></td>
</tr>
<tr>
<td>Supported Child Development Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

EVALUATION AND ASSESSMENT (Online Delivery):

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% Of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophical Research and Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Value of Play Presentation, Bio-Ecological Systems Model, Asset Building &amp;</td>
<td>25%</td>
</tr>
<tr>
<td>Movie Review, Early Learning Framework</td>
<td></td>
</tr>
<tr>
<td>Supported Child Development Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>≥ 90</td>
<td>89-85</td>
<td>84-80</td>
<td>79-76</td>
<td>75-72</td>
<td>71-68</td>
<td>67-64</td>
<td>63-60</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

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

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.

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.