



DEPARTMENT OF HUMAN SERVICES

DISTANCE COURSE OUTLINE – 2012/2013 ACADEMIC YEAR

CD 1350 Supporting Children's Play - 3(3-0-0) 45 HOURS

INSTRUCTOR: Varies – student notified upon registration. **PHONE:** [Click here to enter text.](#)
OFFICE: [Click here to enter text.](#) **E-MAIL:** [Click here to enter text.](#)

OFFICE HOURS:

PREREQUISITE(S)/COREQUISITE: CD 1000 Child Development, CD 1330 Understanding Children's Play and CD 1011 Introduction to Early Learning and Child Care

REQUIRED TEXT/RESOURCE MATERIALS:

Crowther, I. (2011). *Creating effective learning environments* (3rd ed.). Toronto, ON: Nelson Education.

Curtis, D. & Carter, M. (2003). *Designs for living and learning. Transforming early childhood environments*. St. Paul, MN: Redleaf Press.

CALENDAR DESCRIPTION:

The adult's role in supporting young children's learning and development with an emphasis on a child-centred, play-based approach to curriculum planning will be examined in this course. Appropriate child-centred routines, schedules, transitions, and group times will also be discussed.

CREDIT/CONTACT HOURS: 3 credits (45 hours)

DELIVERY MODE(S): Online Distance Delivery

OBJECTIVES: On completion of this course the student will be able to:

1. Describe the ways play contributes to children's development.

2. Provide materials and experiences that support children’s play, learning and development.
3. Describe the role of the adult in supporting and extending play through observing, planning and participating in activities with children both indoors and outdoors.
4. Develop learning centers that include developmentally appropriate materials and experiences to support and enhance children’s learning and development both indoors and outdoors.
5. Plan program components including schedules, routines, transitions, and group times.

TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below.

GRADING CRITERIA:

A final grade of C- must be obtained to pass this course. Final grades are based on the following 4-point system:

Alpha Grade	4-point Equivalence	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

Please check Distance Student Handbook for course withdrawal dates.

EVALUATION:

Learning Activities:	20% of final grade
Unit 1: No Assignment:	
Unit 2 Assignment:	30% of final grade
Unit 3 Assignment:	15% of final grade
Units 4, 5, 6 Assignment:	25% of final grade
Unit 7 Assignment:	10% of final grade.

STUDENT RESPONSIBILITIES: It is the right of the student and course tutor to experience a favourable learning/teaching experience. It is the responsibility of the student and of the tutor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and respect. The student must be familiar with the Distance Education Student Handbook and the student rights and responsibilities outlined in the College calendar. The student is responsible for contacting the course tutor on the designated days and times identified by the tutor, as well as meet course work deadlines and completion timelines.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE

Students are given a start and end date for this course which must be completed within a five (5) month period. Under special circumstances students may be given up to a one month extension if they have completed 50% of the course work. Tutors have the right to set specific assignment deadlines.

“To be recognized for educational excellence in the fields of early learning & child care and educational assistant training.”