



## **COURSE OUTLINE**

### **ELCC 100** **CULTURAL COMPETENCY IN EARLY LEARNING** **AND CHILD CARE**

**3 CREDITS**

PREPARED BY: Brooke Alsbury, Instructor/Coordinator

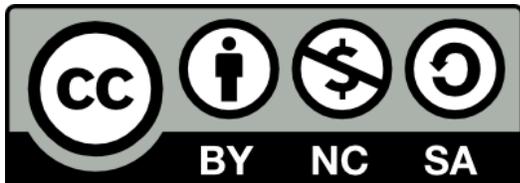
DATE: May 2, 2018

APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts

DATE: May 2, 2018

APPROVED BY SENATE: October 1, 2015

RENEWED BY SENATE:



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

## **CULTURAL COMPETENCY IN EARLY LEARNING AND CHILD CARE**

---

**INSTRUCTOR:** Brooke Alsbury  
**OFFICE LOCATION:** C2106  
**E-MAIL:** balsbury@yukonu.ca  
**TELEPHONE:** 867.456.6989

**OFFICE HOURS:** Mondays 10:00 am- 12:00 pm  
**CLASSROOM:** Online via Zoom  
**TIME:** Thursday 6:30 pm- 9:25 pm  
**DATES:** Sept. 3-Dec. 3rd, 2020

---

### **COURSE DESCRIPTION**

This course will provide students with the opportunity to examine their own social location and how it has shaped their beliefs and values for practice in the field of early learning and child care. Grounded in personal awareness, students will have the opportunity to reconsider their own approaches and beliefs regarding early childhood learning, and developing positive relationships with children, families and communities. Students will learn about the complex, dynamic nature of child care environments in the north and evaluate their own beliefs, values and practices including how to ensure cultural understanding in child care environments. A focus on Yukon history, First Nations and current cultural contexts for early childhood learning and care environments will be used.

### **PREREQUISITES**

None

### **RELATED COURSE REQUIREMENTS**

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

<b>Requirement</b>	<b>Windows-based PC</b>	<b>Apple Mac/macOS-based PC</b>
Operating System	Windows 10	macOS X

Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

### **EQUIVALENCY OR TRANSFERABILITY**

Please check the following link <https://www.yukonu.ca/programs/early-learning-and-child-care> for information about transferability of Early Learning and Child Care courses.

### **LEARNING OUTCOMES**

Upon successful completion of the course, students will:

- describe socioeconomic, historical, traditional, cultural and linguistic realities, with specific focus on Yukon, and explain how these influence access to quality early learning and child care.
- understand the importance of cultural awareness with specific focus on why cultural expressions including oral histories, songs and stories, dancing and drumming, clothing, and the role and use of traditional knowledge are important to Yukon First Nations and will be able to describe how to use cultural understanding to engage all children, families and communities in early learning and child care environment
- discuss Yukon history, including the historical significance of contact, colonialism and Residential schools for Yukon First Nations and how this history has shaped the cultural context of Yukon children, families and communities.
- identify territorial, First Nation, national and international resources that support diversity and culture with particular focus on cultural relevance for Yukon First Nations children and families in early learning and child care environments.
- describe quality early learning and child care within relevant cultural contexts with specific focus on recognition of aboriginal worldviews and the enduring significance of history, culture and the land to Yukon First Nations.

## **COURSE FORMAT**

This 45-hour course will be delivered solely online via Zoom by the instructor. Special guests and resource people will support the delivery of the course information.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

## **ASSESSMENTS:**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Attendance is mandatory. Because experiential exercises and other activities are such an important component, success in the course is dependent on a high level of participation. If you miss classes or experimental activities, you may be asked to withdraw or you may not be allowed to return to class.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Students' personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. If a class should be missed, the student will communicate with their instructor ahead of time.

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

### **Assignments**

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.). **ALL** assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late. Please see additional comments about assignments in the assignment package.

### **EVALUATION:**

Assignment #1 Social Location Educator	25%
Assignment #2 Social Location Children	25%
Assignment #3 Research Paper	25%
Assignment #4 Social Location Reflection	25%
Total	100%

### **REQUIRED TEXTBOOKS AND MATERIAL**

Readings package available on course Moodle site.

### **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr) .

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca)