

ED 238

Early Childhood Foundations

3 Credits

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ED 238 Version: 14



Early Childhood Foundations

Calendar Description

This course explores the historical, philosophical and social influences that have formed the basis of early education and care programs. This exploration involves examining the views of early advocates (educators, philosophers, theorists) and the prevailing social conditions, which have led to the development of the wide range of programs available today. Issues influencing early childhood education and care today are also examined.

Rationale

This is a required course for Early Learning and Child Care Diploma students. Early childhood educators have historically reacted to prevailing social concerns by establishing and maintaining quality programs. Students need to continue to react to the prevailing social concerns, which influence the programs in which they become involved. This course also encourages students to use this background knowledge as they question, examine and discuss current issues in the field of early childhood education and care.

Prerequisites

Early Learning and Child Care Certificate

Co-Requisites

None

Course Learning Outcomes

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

1. identify major historical events and figures that have influenced early learning and child care.
2. describe social influences such as educational theories, socio-economic concerns/situations, and political climates that have affected the development of early learning and child care programs.
3. explain the cultural diversity existing today in early learning and child care programs.
4. describe the components of a quality early learning and child care program.

5. identify and explain the out-of-program factors that influence quality programming today.
6. identify, and bring into discussion, issues arising from reading, research or experience relating to the field of early learning and child care.
7. apply early learning and child care theory and best practice when examining, analyzing or questioning the relevant current issues.

Resource Materials

Required Text:

Chandler, K. (2019). *Administering for quality* (6th ed.). Pearson.

Conduct of Course

The course is conducted on-line using Desire 2 Learn and face-to-face instruction.

Evaluation Procedures

The grading system is based on the number of points received for each assignment.

Students must complete all assignments and exams.

Historical Presentation Assignment	20%
Graded Discussions	10%
Multimedia Scrapbook	30%
Midterm Exam	20%
Final Exam	20%

Grade Equivalents and Course Pass Requirements

A minimum grade of D (50%) (1.00) is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.

Attendance

Regular attendance is essential for success in any course. Absence, for any reason, does not relieve a student of the responsibility of completing course work and assignments to the

satisfaction of the instructor. Frequent absences may result in probation. Further absences may result in suspension from the program.

On-line attendance is demonstrated by keeping up with readings and assignments, participation in dialogue on the discussion board and completing course work assignments to the satisfaction of the instructor.

In cases where illness impedes participation, the student may be requested to submit a medical certificate.

Course Units/Topics

1. History of Early Learning and Child Care (8 hours)
 - Introduction to the field
 - People and places
2. Social Influences (8 hours)
 - Changing view of children
 - Societal Changes and Their Influences
 - Education - developmental theories
 - Socio-economic conditions
 - Political power structure
 - Advocacy
3. Quality Programs Today (9 hours)
 - Approaches to Early Learning and Child Care
 - Montessori
 - Head Start
 - High Scope
 - Reggio Emilia
 - Vygostkian
 - Other
 - Diversity of Programs
 - Components of Quality Programs
 - Developmentally appropriate practice
 - Program philosophy
 - Structural elements
 - Contextual elements
 - Process quality
4. Current issues in Early Learning and Child Care today (20 hours)
 1. Topics vary according to experience and concerns of participants. Some topics which might be included are:
 - Role of government in child care
 - Staff conflict
 - Employer supported child care
 - AIDS
 - Parent issues
 - Current daycare and early childhood issues

- Problem solving
- Infant/toddler group care
- Environmental awareness
- Team membership
- Self improvement
- Home schooling
- Kindergarten/school entrance age
- Computers in early childhood programs
- Anti-bias curriculum
- Intergenerational child care
- Mixed age groupings
- Men in childcare
- Hygiene/Immunization
- Lonely children vs. privacy needs
- Family violence (social influences)
- Effects of war on children
- Effects of natural disaster on children
- Global poverty
- Gender specific play for children
- Canada's child care workforce
- other



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