Area of Interest: Community and Social Services

Early Childhood Education (Intensive)

Ontario College Diploma

Program Code: 0398X05FWO

34 Weeks

Ottawa Campus

Our Program

Facilitating children`s learning through play.

As a student in the Intensive program, you have relevant prior education and experiences that allow you to complete the coursework in an accelerated time frame. As a result, the program is fast-paced with frequent assignments.

This program provides you with the ability to create, implement and assess play-based curricula while building stimulating child-centred environments.

Benefit from both theoretical and hands-on learning opportunities. You have two field placements during the program that focus on children from birth to age 12. These real-world experiences allow you to integrate theory with professional practice in early learning programs.

You assist in providing guidance to children while planning, implementing and evaluating programs. Through your placements, you gain valuable hands-on skills and experience to help you understand the diverse roles, settings and responsibilities of an Early Childhood Educator.

Upon graduation, you are eligible to register with the College of Early Childhood Educators (CECE). Registration with the CECE is required to be eligible to work as an Early Childhood Educator in Ontario.

SUCCESS FACTORS

This program is well-suited for students who:

- Have strong observational and analytical skills.
- Enjoy working as a member of a team.
- Have strong language (oral and written) skills. . Are self-reliant and enjoy challenges.
- Are interested in child development and teaching children through play.
- Are comfortable using computers and other forms of technology.
- Enjoy working with children and their families.

Early Childhood Education is a physically demanding profession. Individuals entering this program must be able to lift children (up to 70 pounds). As well, individuals must be able to move quickly/ run between areas in the room and outside in order to ensure children`s safety. In addition, educators must constantly observe children to ensure safety and to assess children`s abilities, skills and interests in order to develop meaningful curricula. Entering the program without these abilities may result in unsuccessful field placements and students who fail to successfully complete field placements are not be eligible to graduate from the program.

Employment

After graduation and registration as an ECE, you may find employment as an educator in:

- early learning and care programs

- nursery schools
- kindergartens
- community health agencies
- home childcare organizations
- entrepreneurial opportunities

The intensive program is an accelerated, 34-week alternative to the Early Childhood Education program. It is for those who have completed a degree or diploma program in a related field of study.

Due to their previous work, students in the intensive program bring relevant skills, education, and experiences to the educational environment. As a result, this program is fast-paced with an increased course load and frequent assignments requiring students to be able to work both effectively both independently and in group settings.

Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples` worldviews and Francophone identity.

- Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children`s learning, holistic development and well-being following children`s capabilities, interests, ideas and experiences.

- Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.

- Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.

- Use observation strategies to identify children`s strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

- Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children`s service agencies to meet legal and ethical standards of the early years sector.

- Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one`s own role in early years and child care settings.

- Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.

- Create and engage in partnerships with families, communities, colleagues, inter-disciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

- Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

- Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

Program of Study

Level: 01	Courses	Hours
ENL1755	Fundamentals of Communication for Early Childhood Education	20.0
FAM0062	Guiding Children's Behaviour	30.0
FAM1200	Child Psychology and Development	60.0
FAM1210	Preparation for Experience	20.0
FAM1212	Placement I	140.0
FAM1220	Seminar I	8.0
FAM1222	Children's Creativity: Process and Expression	30.0
FAM1231	Observation Skills	30.0
FAM1288	Music and Movement with Children	30.0
FAM1289	Curriculum Planning for Play-Based Learning	40.0
Level: 02	**Courses**	**Hours**
ENL1908	Literature for Young Children	28.0
FAM0102	Placement II	210.0
FAM1207	Assessment	22.0
FAM1213	Introduction to Inclusive Education	28.0
FAM1223	Programs for Young Children	28.0
FAM1224	Professional Practices in Early Learning	42.0
FAM1225	Programs for Kindergarten and School Age Children	28.0
FAM1228	Health and Safety for Children	42.0
FAM1230	Seminar II	12.0

Fees for the 2024/2025 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at https://www.algonquincollege.com/fee-estimator .

Further information on fees can be found by visiting the Registrar`s Office website at https://www.algonquincollege.com/ro .

Fees are subject to change.

Additional program related expenses include:

- Books and supplies cost approximately $1,000 for the program duration and can be purchased from the campus store.
- For more information visit https://www.algonquincollege.com/coursematerials .

Admission Requirements for the 2025/2026 Academic Year

Program Eligibility

- Ontario College Diploma, Ontario College Advanced Diploma, Degree or equivalent in a Human Social Services program.

- A minimum of 150 hours of experience working with groups of children in supervised settings.

- Applicants with international transcripts must provide proof of the subject-specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).

- IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22; OR Duolingo English Test (DET) Overall 120, minimum of 120 in Literacy and no score below 105.

Health Requirements:
The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement (e. g. stress and time management). Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.

Police Records Check Documentation:
Though not an admission requirement, applicants must note important information listed below regarding Police Records Check program requirements.

Students must provide the College with a current Vulnerable Sector Police Check (Level 3) (VSC) prior to the deadline identified by the department and students are responsible for any associated costs. If this documentation is not submitted on time, students may not be placed and registration in the program will be jeopardized. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate and will be asked to withdraw.

Placement Requirements:
To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS, and complete immunizations through Placement Pass. Placement Pass services are the third party provider who collects all placement documentation for the Community Studies department.

Additional Requirements:
Observing children, visiting centres and participating in field placements are integral to the program of study. Because the above may occur within the first few weeks of classes, it is strongly recommended that Standard First Aid (level C) and CPR, Police Records Check, and Health Requirements be completed before the start of classes in order that you can complete necessary class assignments.

If you are an International Student:
International students will require a work permit issued by Immigration, Refugees and Citizenship Canada (IRCC) to authorize the student in completing the essential work component in the two practice teaching courses of the Early Childhood Education program. This permit should be obtained as soon as possible. At the port of entry to Canada, students should let the customs officer know that they need the work permit and should include a letter issued by the International Admissions office to add support to the request.

Students who wait until they start the program, to apply for the permit, might not obtain it in time to begin their first practice teaching course. Current processing times for the work permit are found here: http://www.cic.gc.ca/english/information/times/temp.asp .

Admission Requirements for 2024/2025 Academic Year

Program Eligibility

- Ontario College Diploma, Ontario College Advanced Diploma, Degree or equivalent in a Human Social Services program.

- A minimum of 150 hours of experience working with groups of children in supervised settings.

- Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).

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If you are an International Student:
International students will require a work permit issued by Immigration, Refugees and Citizenship Canada (IRCC) to authorize the student in completing the essential work component in the two practice teaching courses of the Early Childhood Education program. This permit should be obtained as soon as possible. At the port of entry to Canada, students should let the customs officer know that they need the work permit and should include a letter issued by the International Admissions office to add support to the request.

Students who wait until they start the program, to apply for the permit, might not obtain it in time to begin their first practice teaching course. Current processing times for the work permit are found here: http://www.cic.gc.ca/english/information/times/temp.asp .

Application Information

EARLY CHILDHOOD EDUCATION (INTENSIVE)
Program Code 0398X05FWO

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca
60 Corporate Court
Guelph, Ontario N1G 5J3
1-888-892-2228

Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at https://www.ontariocolleges.ca/ .

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information: https://algonquincollege.force.com/myACint/ .

For further information on the admissions process, contact:

Registrar`s Office
Algonquin College
1385 Woodroffe Ave
Ottawa, ON K2G 1V8
Telephone: 613-727-0002
Toll-free: 1-800-565-4723
TTY: 613-727-7766
Fax: 613-727-7632
Contact: https://www.algonquincollege.com/ro

Additional Information

The Early Childhood Education Intensive program consists of courses that are delivered in a variety of formats including face-to-face in a classroom, hybrid (combination of classroom and online learning) and fully online. Students participate in all three types of learning.

Class schedules vary from term to term and courses may be scheduled between the hours of 8 a. m. and 10 p.m. Monday through Thursday and Friday between 8 a.m. and 6 p.m. Field placements are assigned by faculty. Students will complete two field placements for a minimum of 48 days.

Please note: Students may be required to travel up to 90 minutes to reach their field placement. While every attempt is made to provide a field placement close to a preferred area, is not always possible. Students are not permitted to contact child care centres in an attempt to arrange a field placement. Hours may vary from centre to centre. Students may be starting as early as 7 a.m. and ending as late as 6:15 p.m.

Students must successfully complete all courses and field placements in order to progress to the next level.

ACADEMIC PROBATION:
Students who have two or more F grades in a given term or whose term grade point average falls below 1.7 are considered to be on academic probation (Policy AA14 Grading System). This requires the student to meet with their academic advisor or coordinator to sign a learning contract which identifies the conditions which must be met to continue in the program. Students who do not meet the terms of their learning contract are withdrawn from the program.

Course Descriptions

ENL1755 Fundamentals of Communication for Early Childhood Education

Communicating in English is essential for success in the academic and vocational environments. Students develop their communication skills, specifically their writing and speaking. Students focus on appropriate vocabulary, syntax and organizational structure for both academic and vocational purposes. In-class writing and speaking exercises, done within the context of the early childhood education environment, contribute to students' success in their academic and vocational pursuits.

Prerequisite(s): none
Corerequisite(s):none

ENL1908 Literature for Young Children

Choosing the right literature for children contributes to their cognitive, emotional and social development. Students explore standards and develop criteria for selecting and sharing quality books for infants to pre-teens and acquire skills in reading and telling stories to them. Students also explore language development theories and practices.

Prerequisite(s): ENL1755
Corerequisite(s):none

FAM0062 Guiding Children's Behaviour

In early learning programs, the guidance of children's behaviour requires the use of a proactive approach designed to help children develop self-regulation and prosocial skills. Students explore the various factors that have an influence on the interactions and behaviours of children in early learning environments. Evidence-informed practices that can be used to facilitate the development of prosocial skills and self-regulation are analyzed. Students examine the skills needed to build and enhance supportive relationships with families and children.

Prerequisite(s): none
Corerequisite(s):none

FAM0102 Placement II

Students consolidate their knowledge and skills. Guided by the Ontario College of Early Childhood Educators' Code of Ethics and Standards of Practice students demonstrate competence in curriculum development, professionalism and communication. Students engage in critical reflection and dialogue to establish relevant goals and to determine strategies to meet all requirements of the final placement.

Prerequisite(s): ENL1755 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):FAM1230

FAM1200 Child Psychology and Development

The understanding of how children learn and develop is used by educators to help guide their work with children. Using child development and theories of learning, students examine the growth and development of children from birth to age twelve. Students analyze children's social/emotional, language, cognitive and physical changes within a social ecological context.

Prerequisite(s): none
Corerequisite(s):none

FAM1207 Assessment

The ability to assess how children are learning and the quality of the curriculum and educational environment provided for young children are essential to an educator's role. Through the use of a variety of data collection tools, as well as their knowledge of child and curriculum development, students enhance their ability to make assessments, both summative and formative, of children's learning, development and interests necessary for creating appropriate curriculum. Effective methods for communicating information about children's learning to different populations are also examined.

Prerequisite(s): ENL1755 and FAM0062 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):none

FAM1210 Preparation for Experience

The ability to understand and reflect on roles and responsibilities in the early learning sector is essential for student educator's success. Students examine professional ethics, standards of practice and the roles and responsibilities of student educators in an early learning setting. Students develop an understanding of the expectations of the practice level placement.

Prerequisite(s): none
Corerequisite(s):none

FAM1212 Placement I

Working directly with children and families allows students to broaden and deepen their integration of theory with professional practice in early learning settings. Students guide children through the day with minimal support from their on-site supervisor. As well, students plan, implement, and evaluate curriculum that facilitates the learning of all children. Students engage in critical reflection and dialogue to create relevant goals and strategies to successfully meet all placement expectations.

Prerequisite(s): none
Corerequisite(s):FAM1220

FAM1213 Introduction to Inclusive Education

Educators require the knowledge and skills to create respectful, equitable and accessible learning environments and experiences to support the learning and development of all children. Students explore various exceptionalities, universal design principles, assistive technologies and regulatory requirements that foster inclusive learning environments and experiences. Students also examine the importance of supporting families and the role of advocacy plays in inclusive practices.

Prerequisite(s): ENL1755 and FAM0062 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):none

FAM1220 Seminar I

Personal and professional values and beliefs have a significant influence on an early childhood educator's practices. Students start to explore their own values and beliefs and the influence of these values and beliefs on their teaching practices. As well, students continue to examine and reflect on their emerging skills and competence in working directly with children and their families.

Prerequisite(s): none
Corerequisite(s):FAM1212

FAM1222 Children's Creativity: Process and Expression

Educators nurture and support children's creativity and artistic expression through a variety of different mediums and open-ended experiences. Students actively explore the pedagogical value of creative art experiences in early learning settings as well as different materials, equipment and tools children can use.

Prerequisite(s): none
Corerequisite(s):none

FAM1223 Programs for Young Children

Educators must be able to differentiate and implement essential elements that are characteristic of programs for infants, toddlers and young preschoolers. Students explore best practices within programs aimed for these age groups. The impact of family background, child development and legislation on environments, routines, transitions and curriculum implementation is examined.

Prerequisite(s): ENL1755 and FAM0062 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):none

FAM1224 Professional Practices in Early Learning

The knowledgeable early childhood educator is a professional who has a strong foundation in the history and philosophy of early learning in the Canadian and global context. Coupled with this is an understanding of effective administrative practices essential for developing and overseeing early learning and care programs. Students examine the impact of policies, legislation, regulations and pedagogy across all levels of government on early childhood education models and their governance. Students examine professional practices with an emphasis on the CECE Code of

Ethics and Standards of Practice and the educator's roles in up-holding principles of quality early childhood education including advocacy, ethics and leadership.

Prerequisite(s): ENL1755 and FAM0062 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):none

FAM1225 Programs for Kindergarten and School Age Children

Educators must be able to differentiate and implement essential elements that are characteristic of early learning settings for kindergarten and school age programs that are school and licensed based. Using evidence informed practice, students explore how to co-design early learning environments and spaces that encourage children's risk taking and emerging autonomy. Students explore how to support play based learning in kindergarten and school age environments that are in schools or licensed settings.

Prerequisite(s): ENL1755 and FAM0062 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):none

FAM1228 Health and Safety for Children

Creating environments where children can safely explore and learn is an essential aspect of the profession. Students learn to recognize the signs of child maltreatment, environmental hazards and how to follow established protocol. Students also examine legislation regarding health, nutrition and safety requirements in early learning programs. Students examine ways to determine if the environment is safe and what steps to take if the child is at risk.

Prerequisite(s): ENL1755 and FAM0062 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):none

FAM1230 Seminar II

Using reflective practice, students examine their knowledge and skills in being ready to practice as an early childhood educator. Students focus their reflections and discussions on curriculum development and implementation, professionalism and communication.

Prerequisite(s): ENL1755 and FAM0062 and FAM1200 and FAM1210 and FAM1212 and FAM1220 and FAM1222 and FAM1231 and FAM1288 and FAM1289
Corerequisite(s):FAM0102

FAM1231 Observation Skills

Observing in early learning environments is crucial in determining skills, abilities, interests and needs of children and to examine the effectiveness of early learning programs. Information from observational data is used to develop appropriate curriculum and programs. Students examine a variety of observational techniques to determine the most effective use of each tool. Students, also develop the skills needed to effectively utilize these tools in real world environments.

Prerequisite(s): none
Corerequisite(s):none

FAM1288 Music and Movement with Children

Music and movement is a part of children's daily lives. Exposing children to a variety of music and movement experiences supports children's learning and development. Students explore the pedagogical value of musical experiences for children, materials to support children's learning, and ways music can be incorporated in early learning settings. As well, students re-examine physical development as a foundation for supporting children's emerging skills in movement. Through active exploration, students discover the correlation between music and movement.

Prerequisite(s): none

Corerequisite(s):none

FAM1289 Curriculum Planning for Play-Based Learning

Educators prepare and implement learning experiences to engage children in exploration, play, and inquiry. Students examine the curriculum cycle as a framework for supporting inquiry and play-based learning along with a variety of factors that influence curriculum design. Curriculum approaches are also examined both from a pedagogical and practical framework. Students practice planning curriculum that supports children's holistic development, capabilities, ideas, and interests.

Prerequisite(s): none
Corerequisite(s):none