

Area of Interest: Community and Social Services

Early Childhood Education

Ontario College Diploma

Program Code: 0430X01FWO

2 Years

Ottawa Campus

Our Program

Facilitating children`s learning through play.

The two-year Early Childhood Education Ontario College Diploma program prepares you to become an educator of children in a variety of early learning settings. Gain the knowledge and skills necessary to work with families and other professionals to support children`s learning and development.

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

Benefit from both theoretical and hands-on learning opportunities. You have three 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 program settings.

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.
- Have effective interpersonal skills.

Early childhood education is a physically demanding profession. Individuals entering this program must be able to lift children, materials and equipment (up to 32 kgs). As well, individuals must be able to run/move quickly 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 placements and students who fail to successfully complete all placements are not eligible to graduate.

Employment

Registered Early Childhood Educators may find employment in:

- early learning and care programs
- nursery schools
- kindergarten classrooms
- community health agencies
- home childcare organizations
- entrepreneurial opportunities

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 |
|---------------------------------------|---|--------------|
| ENL1813S | Communications I | 42.0 |
| FAM1000 | Observation Skills | 42.0 |
| FAM1015 | Preparation for Placement | 28.0 |
| FAM1236 | Introduction to Curriculum | 42.0 |
| FAM1241 | Health and Wellness for Children | 42.0 |
| FAM1242 | Foundations of Early Childhood Education | 56.0 |
| FAM1243 | Child Development | 56.0 |
| Level: 02 | Courses | Hours |
| ENL2027 | Communication II for ECE | 28.0 |
| FAM0029 | Music and Movement Experiences for Children | 40.0 |
| FAM1003 | Psychology of Learning | 40.0 |
| FAM1233 | Seminar I | 8.0 |
| FAM1234 | Practice Teaching I | 140.0 |
| FAM1245 | Environments for Young Children | 40.0 |
| FAM1246 | Introduction to Children with Exceptionalities | 40.0 |
| FAM1248 | Guiding Children's Behaviour | 40.0 |
| Level: 03 | Courses | Hours |
| ENL1904F | Children's Literature | 42.0 |
| FAM0030 | Creative Art Experiences for Children | 40.0 |
| FAM1033 | Practice Teaching II | 140.0 |
| FAM1240 | Seminar II | 8.0 |
| FAM1244 | Environments for Kindergarten and School-Age Children | 50.0 |
| FAM1247 | Creating an Effective Curriculum | 30.0 |
| FAM1249 | Math and Science Experiences for Children | 40.0 |
| Choose one from equivalencies: | Courses | Hours |
| GED0430 | General Education Elective | 42.0 |
| Level: 04 | Courses | Hours |
| FAM1043 | Practice Teaching III | 175.0 |
| FAM1238 | Seminar III | 10.0 |
| FAM1250 | Language and Emergent Literacy | 36.0 |
| FAM1251 | Families and Community | 45.0 |

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|---------|--|------|
| FAM1252 | Assessment of Children's Learning | 36.0 |
| FAM1253 | Professional and Administrative Practices in ECE | 36.0 |

Fees for the 2023/2024 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 http://file:///C:/Users/wingraph/AppData/Local/Apps/2.0/85J89O2J.M29/57NR9QLR.4D2/test..tion_e800ab5aa35904b3_0001.0000_d5a94ace07199376/www.algonquincollege.com/ro.

Fees are subject to change.

Additional program-related expenses include:

- Books and supplies cost approximately \$2,000 for the program. These costs include a reasonable estimate for course project supplies.

Admission Requirements for the 2024/2025 Academic Year

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of \$50 (subject to change) will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent) with a grade of 65% or higher.
- 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.

Not sure if you meet all of the requirements? Academic Upgrading may be able to help with that: <https://www.algonquincollege.com/access/>.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

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Application Information

EARLY CHILDHOOD EDUCATION Program Code 0430X01FWO

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 <http://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 on-campus Early Childhood Education program has two intakes. Students entering the program in the fall semester will attend classes from September to December (Level 01 and 03) and then January to April (Level 02 and 04).

Students entering the program in the Winter semester will attend classes from January to April

(Level 01 and 03) and then May to August (Level 02 and 04).

A full-time day program is also offered on the Pembroke Campus. While the learning outcomes at the Woodroffe and Pembroke Campuses are the same, the curriculum order and subject delivery are reflective of the local circumstances which affect program delivery.

Algonquin College also offers the entire Early Childhood Education program online (full-time and part-time). For information on this delivery option, please visit <https://www.algonquincollege.com/online/>.

Practice Teaching Placements:

Students in the Early Childhood Education program complete three practice teaching placements during their studies. The block placements occur in Level 02, 03, and 04 of the program. The first two placements are four weeks in length whereas the final placement is five weeks.

Practice Teaching Placement Eligibility:

All students must be cleared through Placement Pass (ParaMed) in order to be eligible for placements.

Failure to complete these requirements will prevent students from participating in the placement component of the program.

Upon acceptance into the program, the following requirements must be met.

Health Requirements:

Applicants must provide evidence of full and complete immunizations. Placement Pass (ParaMed) will review the student's record of immunization and provide authorization for entry into placement. More information in this regard will be available on the website for successful applicants.

Standard First Aid and CPR Certification:

Valid standard First Aid and CPR Certification (St. John Ambulance, Red Cross or equivalent) must be completed prior to the commencement of classes.

Vulnerable Sector Police Check (Level 03):

Successful completion of placement is a requirement for graduation from the Early Childhood Education program. Early Learning programs that provide placement opportunities will require you to have a clear Vulnerable Sector Check (VSC). Your acceptance for placement is at the discretion of the agency. If you register in the program without a clear VSC and as a result are unable to participate in placement, you will not be able to graduate. You will be required to disclose the contents of the VSC, including all notations, to the placement agencies.

It is your responsibility to obtain the VSC from your local Police Department prior to the deadline identified by ECE program and to pay any associated costs. It may take 8-12 weeks to obtain this documentation; please submit your application as early as possible. Should you require a letter please reach out to the Placement Officer or Coordinator of the program.

Practice Teaching Placement Information:

Students may be required to travel up to 90 minutes to reach their practice teaching placement. While every attempt is made to provide students with a placement close to a preferred area, this is not always possible.

Students are not permitted to contact early learning programs in an attempt to arrange placements. Practice placements are completed during regular, full-time working hours (Monday to Friday). Students will follow the same daily/weekly schedule as their on-site supervisor for each placement. Students are not permitted to choose their own placement schedule. Hours vary from program to program. Students may be starting as early as 6:45 a.m. and ending as late as 6:15 p.m.

Online ECE Students:

Placement information for online students can be found on the Placement Centre: <https://www.algonquincollege.com/online/field-placement>.

Prior Learning Assessment and Recognition (PLAR):

Students who wish to apply for PLAR need to demonstrate competency at a post-secondary level in all of the course learning requirements. Evidence of learning achievements for PLAR candidates may include a comprehensive challenge examination and/or completion of a portfolio.

More information can be found at <https://www.algonquincollege.com/plar/> .

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 program 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**ENL1813S Communications I**

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Students practise writing, speaking, reading, listening, locating and documenting information, and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

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

ENL1904F Children's Literature

Early exposure to developmentally appropriate children's literature encourages children to develop language, cognitive, emotional, social and problem-solving skills. In this intensive writing course, students use critical thinking skills to select books and poetry. They assess and use different story sharing techniques. They create story-sharing plans to create learning experiences that develop emergent literacy skills.

Prerequisite(s): ENL2027
Corerequisite(s):none

ENL2027 Communication II for ECE

Registered early childhood educators require professional writing skills to produce letters, reports, assessments, guidelines, observations and curriculum. Clear and concise writing skills are essential for effective communication within the context of the early childhood education environment. Students refine the mechanics of their writing including organization, grammar, spelling, referencing, audience awareness and format.

Prerequisite(s): ENL1813S
Corerequisite(s):none

FAM0029 Music and Movement Experiences for Children

Music and movement are part of children's daily experiences. In order to support children's learning and development, educators integrate a variety of music and movement opportunities throughout the day. Students actively explore the pedagogical value of music and movement experiences in early learning settings.

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

FAM0030 Creative Art Experiences for Children

Creative artistic exploration allows children to express their thoughts and feelings through a variety of mediums. In order to foster the development and appreciation of creative arts. Educators integrate a variety of open ended experiences throughout the day. Students actively explore the pedagogical value of creative art experiences in early learning settings.

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

FAM1000 Observation Skills

Observations are used by educators to identify children's skills, abilities and interests. They are also used to determine the effectiveness of early learning programs and to plan effective curriculum. Students begin to examine and utilize a variety of observational tools to facilitate assessment and planning in an early learning setting.

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

FAM1003 Psychology of Learning

Students explore how individuals acquire knowledge and skills and how environments influence the learning process. Through examination of different theories from both historical and current perspectives, students develop an understanding of how learning is influenced by developmental, psychological and social elements. Students use real life experiences to identify how these theories can be used to support learning and development within continuously changing environments.

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

FAM1015 Preparation for Placement

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

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

FAM1033 Practice Teaching II

Practical experience working directly with children and families allows students to broaden and deepen their integration of theory with professional practice in early learning settings. Working at a practice level within an early learning environment, students guide children through the day with minimal support from their on-site supervisor and plan, implement and evaluate curriculum that facilitates the learning of all children. Students reflect on their emerging knowledge and skills in developing responsive relationships with children and families. As well, students establish goals and determine strategies to successfully meet all practice level requirements.

Prerequisite(s): FAM1234 and FAM1236 and FAM1241 and FAM1242 and FAM1243 or FAM1233 and FAM1241 and FAM1245 and FAM1246 and FAM1248
Corerequisite(s):none

FAM1043 Practice Teaching III

Students consolidate knowledge and skills gained throughout the ECE program. Guided by the College of ECEs Code of Ethics and Standards of Practice, students consistently demonstrate that they are ready to practice as an early childhood educator with a focus on curriculum development, competence, professionalism and communication. Students engage in critical reflection and dialogue to establish relevant goals as well as determine effective strategies to meet all final placement requirements.

Prerequisite(s): ENL2027 and FAM0029 and FAM0030 and FAM1033 and FAM1240 and FAM1244 and FAM1245 and FAM1246 and FAM1247 and FAM1248
Corerequisite(s):none

FAM1233 Seminar I

Taking the time to reflect on one's knowledge, skills and practice is essential to the ongoing growth

and development of an educator. Students examine and reflect on their emerging skills and competence in leading routines and transitions.

Prerequisite(s): FAM1000 and FAM1015 and FAM1236 and FAM1242 and FAM1243
Corerequisite(s):none

FAM1234 Practice Teaching I

Practical learning experiences support the integration of theory and professional expectations in a variety of early learning settings. Students practice observational skills and assist in the facilitation of routines and transitions. Students also reflect on their emerging knowledge and skills in developing responsive relationships with children and families.

Prerequisite(s): FAM1000 and FAM1015 and FAM1236 and FAM1242 and FAM1243
Corerequisite(s):none

FAM1236 Introduction to Curriculum

As professionals, early childhood educators plan, implement and evaluate play-based curriculum. Students explore a variety of factors that influence curriculum design including knowledge of child development, play based pedagogy and different curriculum approaches.

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

FAM1238 Seminar III

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

Prerequisite(s): ENL2027 and FAM0029 and FAM0030 and FAM1033 and FAM1240 and FAM1244 and FAM1245 and FAM1246 and FAM1247 and FAM1248
Corerequisite(s):none

FAM1240 Seminar II

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 impact on their work with children and families. Through reflection, students consider their emerging skills in developing curriculum for individual and groups of children.

Prerequisite(s): FAM0029 and FAM1233 and FAM1234 and FAM1241 and FAM1245 and FAM1246 and FAM1248 or FAM1245 or FAM1248 or FAM1246 or FAM0029
Corerequisite(s):none

FAM1241 Health and Wellness for Children

Creating environments where children can safely explore and learn is an essential aspect of the ECE profession. Students are introduced to the social determinants of health and examine legislation regarding health, nutrition and safety requirements in early learning settings.

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

FAM1242 Foundations of Early Childhood Education

Early Childhood educators are professionals who require a strong foundation in the history and philosophy of early childhood education in Canada and globally. Students begin to examine the impact of policies, legislation and regulations across all levels of government on early childhood education. Students also examine the impact of cultural and family systems on early learning programs and professional relationships.

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

FAM1243 Child Development

Professionals working with children and families use knowledge of child development to guide their practice. Students examine physical, language, social, emotional and cognitive changes from infancy through school age within a social ecological context. Students begin to make connections between development and play experiences.

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

FAM1244 Environments for Kindergarten and School-Age Children

Educators must be able to differentiate and implement essential elements that are characteristic of inclusive early learning environments for school and/or licensed based programs. Using evidence informed practice, students learn how to co-design early learning environments and spaces that encourage risk taking and emerging autonomy.

Prerequisite(s): FAM1243 and FAM1245 and FAM1246 and FAM1248
Corerequisite(s):none

FAM1245 Environments for Young Children

Educators must be able to differentiate and implement essential elements that are characteristic of inclusive early learning environments for infants, toddlers and preschool aged children. Students explore evidence informed practices within programs aimed at these age groups. Student examine how to co-design early learning environments and spaces that encourage investigation, imagination, creativity and problem solving.

Prerequisite(s): FAM1000 and FAM1236 and FAM1242 and FAM1243
Corerequisite(s):none

FAM1246 Introduction to Children with Exceptionalities

Educators create respectful, equitable and accessible early learning experiences that facilitate the learning and development of all children. Students explore various exceptionalities, universal design principles, assistive technologies and regulatory requirements that foster inclusive learning environments. Students explore family supports, engagement and advocacy.

Prerequisite(s): FAM1000 and FAM1236 and FAM1242 and FAM1243
Corerequisite(s):none

FAM1247 Creating an Effective Curriculum

Educators are expected to plan, implement and evaluate play-based curriculum. Students develop the skills necessary to implement the curriculum cycle as a framework for facilitating play-based learning. Practical components of the course include the examination of professionalism, family inclusion and pedagogical documentation as essential elements of curriculum development.

Prerequisite(s): FAM0029 and FAM1000 and FAM1236 and FAM1242 and FAM1243
Corerequisite(s):none

FAM1248 Guiding Children's Behaviour

In early learning settings, the guidance of children's behaviour requires the use of a proactive approach designed to support children's development and well-being. Students explore various factors that have an influence on the interactions and behaviours of children in early learning environments through evidence-informed strategies. Students review strategies and techniques to assist them in modifying the physical, social and emotional environment to support all children's

learning and development.

Prerequisite(s): FAM1000 and FAM1236 and FAM1242 and FAM1243

Corerequisite(s):none

FAM1249 Math and Science Experiences for Children

To support children's active engagement with math and science, educators must provide learning experiences that facilitate these everyday encounters. Building on children's natural interest, students examine how to support children's math and science skills in early learning environments. Students also explore the importance of connecting children to nature through active exploration. Students actively discover ways to engage children in math and science.

Prerequisite(s): FAM1000 and FAM1236 and FAM1242 and FAM1243 and FAM1245

Corerequisite(s):none

FAM1250 Language and Emergent Literacy

Language and early literacy skills are foundational for life-long success; therefore, educators must possess the knowledge and skills to create, prepare and evaluate language-rich environments. Students examine the natural progression of language and literacy development and explore strategies and materials essential for environments that support the multi-dimensional language and literacy skills of children from birth to twelve years of age.

Prerequisite(s): ENL1904F and FAM1000 and FAM1236 and FAM1243 and FAM1244 and FAM1245 and FAM1246 and FAM1247 and FAM1248

Corerequisite(s):none

FAM1251 Families and Community

Cultural and demographic changes in Canada have an effect on students working with diverse children, families and communities. Within the historical and current Canadian context, students examine influences of cultural beliefs, biases and professional practices with diverse children, families and communities. Students develop effective strategies, techniques and resources to support and/or advocate for diverse families and communities.

Prerequisite(s): none

Corerequisite(s):none

FAM1252 Assessment of Children's Learning

In this course, students apply various techniques of observation, pedagogical documentation and reflection to support children's learning, holistic development and well-being. Students examine assessment practices outlined in provincial pedagogical documents, and in particular, learn about principles of assessment including types, purposes and function of assessment. Students explore quality assurance mechanisms and discuss their role in developing and maintaining quality in early learning settings.

Prerequisite(s): FAM1000 and FAM1243 and FAM1246 and FAM1247

Corerequisite(s):none

FAM1253 Professional and Administrative Practices in ECE

Knowledge of effective administrative practices is essential for developing and overseeing early learning and care programs. Students examine governance models and legislative requirements for early learning settings. Students explore topics related to job readiness, advocacy, ethics and leadership.

Prerequisite(s): ENL2027 and FAM1033 and FAM1240 and FAM1241

Corerequisite(s):none

GED0430 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

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