Area of Interest: Community and Social Services

Early Childhood Education

Ontario College Diploma
2 Years
Ottawa Campus

Academic Year: 2019/2020
Program Code: 0430X01FWO

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-based curricula while building stimulating child-centred environments.

Benefit from both theoretical and hands-on learning opportunities. You have three 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 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, 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 field placements and students who are unsuccessful in field placements are not eligible to graduate.

Employment

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 an environmental stewardship.

Program of Study

<table>
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<tr>
<th>Level: 01</th>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENL1813S</td>
<td>Communications I</td>
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<tr>
<td>FAM1000</td>
<td>Observation Skills</td>
<td>42.0</td>
</tr>
<tr>
<td>FAM1015</td>
<td>Preparation for Field Placement</td>
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<td>FAM1236</td>
<td>Introduction to Curriculum</td>
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<td>FAM1241</td>
<td>Health and Wellness for Children</td>
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<td>FAM1242</td>
<td>Foundations of Early Childhood Education</td>
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<td>FAM1243</td>
<td>Child Development</td>
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<td>FAM0029</td>
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<td>Psychology of Learning</td>
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<td>FAM1233</td>
<td>Field Seminar I</td>
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Early Childhood Education

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<tr>
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<td>FAM1246</td>
<td>Introduction to Children with Exceptionalities</td>
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<tr>
<td>FAM1248</td>
<td>Guiding Children's Behaviour</td>
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<td>FAM0030</td>
<td>Creative Art Experiences for Children</td>
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<td>Field Seminar II</td>
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<td>FAM1244</td>
<td>Environments and Programming for Kindergarten and School-Age Children</td>
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<td>FAM1247</td>
<td>Creating an Effective Curriculum</td>
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<tr>
<td>FAM1249</td>
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Choose one from equivalencies:

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**Level: 04**

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<td>FAM1238</td>
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<td>FAM1250</td>
<td>Language and Emergent Literacy</td>
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<td>FAM1251</td>
<td>Families and Community</td>
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<td>FAM1252</td>
<td>Assessment of Children's Learning</td>
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<tr>
<td>FAM1253</td>
<td>Professional and Administrative Practices in ECE</td>
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**Fees for the 2019/2020 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](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](https://www.algonquincollege.com/ro).

Fees are subject to change.

Additional program related expenses include:

Supplies cost approximately $1,000 in the first year and $200 in the second year.

**Admission Requirements for the 2020/2021 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.
- International applicants must provide proof of the subject specific requirements noted above along with proof of either: (IELTS / TOEFL) 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
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• Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency.

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

Admission Requirements for 2019/2020 Academic Year

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• 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

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

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
Email: AskUs@algonquincollege.com

Additional Information

Programs at Algonquin College are Bring Your Own Device (BYOD). To see the BYOD requirements for your program, please visit: https://www7.algonquincollege.com/byod/.

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

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 Police Records Check for Service with the Vulnerable Sector (PRCSVS) 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.

Field Placement Eligibility:
To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS and up-to-date immunizations. All documentation is submitted through ParaMed. ParaMed services are the third -party provider who collects all field placement documentation for the Community Studies department. There is a link to ParaMed on the ECE homepage.

The Early Childhood Education 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 Friday.

Students complete three field placements. These placements are assigned by faculty with an emphasis on having students experience different programs and age groups. Students entering the program in January complete Levels 01 and 02 during the winter and summer of the first calendar year. Students do not have classes in the Fall term. Students complete Levels 03 and 04 during the winter and summer of the following calendar year.

Please note: Students may be required to travel up to 90 minutes to reach their field placement. While every attempt is made to provide students with a field 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 field placement. Hours 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 may work 7+ hours per day during their placements. These hours do vary from placement to placement.
A full-time day program is also offered on the Perth and Pembroke Campuses. While the learning outcomes at the Woodroffe, Perth 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), as well as a part-time in-class offering in the evenings through the Centre for Continuing and Online Learning. For information on this delivery option, please visit https://www.algonquincollege.com/CCOL.

Algonquin College has several articulation agreements with other colleges and universities whereby ECE graduates receive credit towards these diplomas or degrees.

**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.

For more program information, please contact the appropriate Program Coordinator:
Tamara Faires at 613-727-4723 ext. 5884 or fairest@algonquincollege.com (September Intake)
Lynda Martin at 613-727-4723 ext. 6583 or martinl3@algonquincollege.com (January Intake).

**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
Corequisite(s): none

**ENL1904F Children's Literature**

Early exposure to effectively presented appropriate literature encourages children to develop language, cognitive, emotional, social and problem-solving skills. Students use critical thinking to select books and poetry, assess and use a variety of story sharing techniques, and create story sharing plans with diverse activities to promote literacy.

Prerequisite(s): ENL2027
Corequisite(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
Corequisite(s): none

**FAM0029 Music and Movement Experiences for Children**

Music is considered a universal language that touches our heart, mind and body. Exposing children to a variety of musical and movement experiences is essential to children’s learning and development. Students explore the pedagogical value of music and movement in early learning
environments and actively participate in music and movement experiences that can be incorporated into a variety of early learning settings.

Prerequisite(s): FAM1243
Corerequisite(s):none

**FAM0030 Creative Art Experiences for Children**

Educators must have an understanding of children's artistic development in order to plan and implement appropriate play-based creative experiences. Students explore and assess developmentally appropriate materials and activities for infants, toddlers, preschoolers and school-age children. Students examine methods to foster children's creativity and learning.

Prerequisite(s): FAM1242
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 and care programs and to plan effective curriculum. Students examine and utilize a variety of observational tools to facilitate assessment and planning.

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

**FAM1003 Psychology of Learning**

To be successful, individuals need to understand how they acquire new knowledge/skills and how environmental factors impact this process. By examining a variety of theories from both historical and current perspectives, students develop an understanding of how an individual's learning is influenced by developmental, psychological and social elements. Students use real life situations 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 Field Placement**

The ability to understand one's professional roles and responsibilities in the workplace is important if an educator is to be successful. Students begin to examine professional ethics, standards of practice, management skills, and the roles and responsibilities of students during field placements in the early learning environment. Students develop an understanding of field placement expectations and their responsibilities.

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 programs. 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 establish goals and determine strategies to successfully meet current and future field placement expectations.

Prerequisite(s): FAM1000 and FAM1234 and FAM1236 and FAM1243
Corerequisite(s):none

**FAM1043 Practice Teaching III**
Students consolidate knowledge and skills gained. Guided by the Ontario College of Early Childhood Educators’ Code of Ethics and Standards of Practice, students demonstrate competence in leadership, curriculum development, professionalism and communication. Students develop and implement goals and strategies to support early learning.

Prerequisite(s): ENL1813S and FAM0029 and FAM0030 and FAM1033 and FAM1247 and FAM1248 and FAM1249
Corerequisite(s): none

**FAM1233 Field Seminar I**

Taking the time to reflect on one’s knowledge, skills and practice is essential to the ongoing development of the educator. Students examine and reflect on their growing skills and competence. Students share and collaborate to facilitate reflection and problem solving.

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

**FAM1234 Practice Teaching I**

Practical learning experiences support the integration of theory and professional expectations in early learning programs. Students practice observational skills and assist in the facilitation of routines and transitions. Students also reflect on their emerging knowledge and skills for working directly with children and families.

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

**FAM1236 Introduction to Curriculum**

It is expected that educators plan, implement and evaluate play-based curriculum. Students explore a variety of factors that influence early curriculum including developmentally appropriate practice, play-based learning and delivery models. Students learn to apply a set of programming strategies used as part of curriculum development.

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

**FAM1238 Field Seminar III**

Students reflect on their beliefs, values and practices when working with children and their families. Students build on previously completed work to develop a personal philosophy of early childhood education. Students analyze their emerging beliefs and values on early learning and best practices.

Prerequisite(s): FAM1240
Corerequisite(s): none

**FAM1240 Field 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 influence of these values and beliefs on their teaching practices. As well, students continue to examine and reflect on their growing skills and competence in working directly with children and their families through discussions within a community of learners.

Prerequisite(s): FAM1233
Corerequisite(s): none

**FAM1241 Health and Wellness 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): none  
Corerequisite(s):none

**FAM1242 Foundations of Early Childhood Education**

Early childhood educators are knowledgeable 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 birth to 12 years of age within a social ecological context. Students begin to research, analyze, compare and assess various approaches addressing the development of the individual. Students have opportunities to link developmental information to the delivery of early learning programs.

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

**FAM1244 Environments and Programming for Kindergarten and School-Age Children**

Full-day early learning kindergartens and after-school programs require educators who have knowledge of differentiated practices in these play-based settings. Students analyze how child development, family background, legislation and organizational structures influence best practices and the roles of the educator in both environments. Students establish how play-based learning differs from teacher-directed learning and explore how to promote play-based learning. Students discuss methods for working effectively and collaboratively with children, colleagues, interprofessional teams and families.

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

**FAM1245 Environments and Programming 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): FAM1000 and FAM1236 and FAM1242 and FAM1243  
Corerequisite(s):none

**FAM1246 Introduction to Children with Exceptionalities**

Educators require the knowledge and skills to create inclusive early learning programs and facilitate the learning and development of all children. Students explore various exceptionalities and their impact on children, families and the early learning environment. Students investigate various topics, such as children at risk, communication disorders, intellectual differences, learning disabilities, sensory impairments and giftedness. Methods for working collaboratively with families and other professionals are also examined.

Prerequisite(s): FAM1000 and FAM1243  
Corerequisite(s):none
FAM1247 Creating an Effective Curriculum

It is expected that educators plan, implement and evaluate play-based curriculum. Students develop the skills necessary to implement the curriculum cycle as a framework for creating programs that facilitate play-based learning. In addition, students examine a variety of curriculum approaches with respect to both the curriculum cycle and the guiding principles for best practice in early learning programs. Students also apply established quality assurance measures to examine strategies for enhancing best practices within traditional curriculum.

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

FAM1248 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 various factors that have an influence on the interactions and behaviours of children in early learning environments through evidence-based strategies. Students examine the skills needed to build and enhance supportive relationships with families and children.

Prerequisite(s): FAM1000 and FAM1243 or FAM1243
Corequisite(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
Corequisite(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): FAM1000 and FAM1236 and FAM1242 and FAM1243
Corequisite(s): none

FAM1251 Families and Community

Professionals in a variety of fields can enhance their practice through awareness of the diversity which exists among families and communities within Canada. Students examine historical and current factors influencing families and communities within Canadian society. Students identify, implement and evaluate various strategies designed to support or advocate for a community or family.

Prerequisite(s): none
Corequisite(s): none

FAM1252 Assessment of Children’s Learning

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 of children's learning, development and interests necessary for creating appropriate curriculum.

Prerequisite(s): FAM1247
Corerequisite(s): none

**FAM1253 Professional and Administrative Practices in ECE**

Effective administrative practices are essential for developing and managing an early learning program. Students explore governance models and legislative requirements for different programs (e.g. kindergarten, licensed programs). Students examine administrative and professional practices with an emphasis on the CECE Code of Ethics and Standards of Practice. Students explore topics related to job recruitment, advocacy, human relations and ethics.

Prerequisite(s): ENL2027 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