

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 in a variety of early learning and care settings. You gain the knowledge and skills necessary to work with children, families and other professionals.

Benefit from three practicum experiences focusing on working directly with children and their families ranging from birth to age 12. You support children's learning and development through planning and implementing play and inquiry-based curriculum and creating stimulating learning environments. You gain valuable hands-on skills and experience by taking on the roles and responsibilities of an early childhood educator.

Through a combination of theoretical and practical experience, you develop in-demand skills and knowledge in areas of:

- child development
- curriculum design and implementation
- observation and reflective practices
- learning theories
- inclusive practices
- early literacy and language development
- science, technology, engineering and mathematics
- play and creativity
- family and community partnership
- professionalism and ethics

By the end of the program, you will be well-prepared to pursue career opportunities in diverse industry sectors, including but not limited to:

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

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

## Employment

Registered Early Childhood Educators may find employment in early learning and care programs, nursery schools, kindergarten classrooms, community health agencies, home childcare organizations in addition to 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 childcare 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 childcare 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 childcare 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 childcare 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 1	42.0
FAM1000	Observation Skills	42.0
FAM1015	Preparation and Reflection for Practicum 1	28.0

FAM1236	Introduction to Play-Based Curriculum	42.0
FAM1241	Health and Wellness for Children	42.0
FAM1243	Child Development	50.0
FAM1296	Foundations of Early Childhood Education	42.0
<b>Level: 02</b>	<b>Courses</b>	<b>Hours</b>
ENL2032	Professional Communication for Early Childhood Educators	30.0
FAM0095	Music and Movement	30.0
FAM1234	Practicum 1	160.0
FAM1248	Supporting Learning Through Co-Regulation	40.0
FAM1325	Learning Environments and Experiences	50.0
FAM1326	Psychology of Learning	40.0
<b>Choose one from equivalencies:</b>	<b>Courses</b>	<b>Hours</b>
GED0430	General Education Elective	42.0
<b>Level: 03</b>	<b>Courses</b>	<b>Hours</b>
ENL1904F	Children's Literature	40.0
FAM0094	Creative Art Experiences	30.0
FAM1033	Practicum 2	160.0
FAM1240	Preparation and Reflection for Practicum 2	12.0
FAM1247	Co-Constructing Responsive Curriculum	30.0
FAM1249	Exploring Stem in the Early Years	40.0
<b>Choose one from equivalencies:</b>	<b>Courses</b>	<b>Hours</b>
GED0430	General Education Elective	42.0
<b>Level: 04</b>	<b>Courses</b>	<b>Hours</b>
FAM1043	Practicum 3	200.0
FAM1238	Preparation and Reflection for Practicum 3	12.0
FAM1246	Inclusion in Early Learning	36.0
FAM1250	Language and Emergent Literacy	36.0
FAM1252	Pedagogical Practices in Early Learning	36.0
FAM1324	Leadership, Professional Practice, and Partnerships	36.0
<b>Choose one from equivalencies:</b>	<b>Courses</b>	<b>Hours</b>
GED0430	General Education Elective	42.0

## **Fees for the 2025/2026 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/ro/pay/fee-estimator/>

Further information on fees can be found by visiting the Registrar's Office website at <https://www.algonquincollege.com/ro/pay/fee-estimator/>

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 2026/2027 Academic Year**

### **College Eligibility**

- Ontario Secondary School Diploma (OSSD) or equivalent; 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 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.

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 2025/2026 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 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).
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- 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.

## 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 <https://www.ontariocolleges.ca/en>

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.my.site.com/myac360/s/self-registration-page> ..

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 program offers multiple delivery options through the Ottawa, Pembroke and AC Online campuses.

Ottawa - Woodroffe: This program is delivered in a standard format over a standard four semester period.

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).

### Practicum:

Students in the Early Childhood Education program complete three practicums in a variety of settings with different age groups during their course of study. The first two practicums are four weeks in length whereas the final is five weeks.

**Practicum Eligibility:**

All students must be cleared through Placement Pass to be eligible for each practicum. Failure to complete these requirements will prevent students from participating in the practicum component of the program.

Upon acceptance into the program, the following requirements and associated costs must be met:

**Health Requirements:**

Applicants must provide evidence of full and complete immunizations. Placement Pass will review the student's record of immunization and provide authorization for entry into practicum. More information in this regard is available on the Placement Pass website.

**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. This certificate must be valid for the duration of the program.

**Vulnerable Sector Police Check:**

Early Learning programs require you to have a clear Vulnerable Sector Check (VSC). If you register in the program without a clear VSC and as a result are unable to participate in practicum, you will not be able to graduate. You will be required to disclose the contents of the VSC, including all notations, to the practicum agencies.

It is your responsibility to obtain the VSC prior to the deadline identified by ECE program and to pay any associated costs. It may take 8 to 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.

**Practicum Information:**

Students may be required to travel up to 90 minutes to reach their practicum. While every attempt is made to provide students with a practicum close to a preferred area, this is not always possible. Students are ultimately responsible for their own travel arrangements during all practicums.

Please note that due to limited practice teaching field placements in the Ottawa area (including surrounding areas), part-time students are not guaranteed to undertake placements in their preferred term. We are committed to accommodating students where possible. Students residing outside the Ottawa area must contact the Placement Officer to discuss practicum opportunities.

These practicums are assigned by the Placement Officer with an emphasis on having students experience different settings. Students are not permitted to contact early learning programs to arrange practicums. Practicums are completed during regular, full-time working hours, approximately 8 to 9 hours per day (Monday to Friday).

It is important to recognize that students completing practicums must be able to lift children, materials and equipment (up to 32 kgs) and run/move quickly between areas in the room and outside to ensure children's safety. In addition, students are required to consistently observe children to ensure appropriate levels of supervision and assess children's abilities, skills and interests to develop meaningful curriculum. These requirements are applicable to all practicums, which must be successfully completed to graduate.

**Prior Learning Assessment and Recognition (PLAR):**

Students who wish to apply for PLAR need to demonstrate competency at a postsecondary level in all 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/>

Please note, with respect to practicums, students can only obtain PLAR credits toward Practicum 1.

**AC Pathways:**

Algonquin College has several articulation agreements with other colleges and universities whereby ECE graduates receive credit towards these diplomas or degrees. More information can be found at <https://www.algonquincollege.com/pathways/>

**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.

**Program Progression:**

As per policy AA39: Program Progression and Graduation Requirements, when students are admitted to a program, they are assigned to the Program of Study that aligns with their start date. If a student takes a break for two or more consecutive terms the Program of Study is reset to align with the current version (when studies are resumed).

**Course Descriptions****ENL1813S Communications 1**

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. Through a combination of lectures, exercises, and independent learning, 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 literature supports the development of children's language, cognitive, emotional, social, and problem-solving skills. In this intensive writing course, students refine critical thinking skills needed to select non-fiction books, stories, and poetry. Students discuss how thoughtfully selected literary materials can create welcoming and inclusive learning environments that value diversity, creativity, beauty, and self-expression. Students use and assess different story-sharing techniques to plan and implement engaging learning opportunities that support children's emergent literacy skills.

Prerequisite(s): ENL2032  
Corerequisite(s):none

**ENL2032 Professional Communication for Early Childhood Educators**

Effective professional communication is critical to educators' success and requires both oral and written skills. Students develop and apply strategies for effective self-reflection, interpersonal communication, and documentation in situations specific to educators. Through group discussions and various scenario-based assignments, students demonstrate their oral and written skills for successfully managing diverse interactions.

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

**FAM0094 Creative Art Experiences**

Creative artistic exploration allows children to express their thoughts and feelings through a variety of mediums. 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

**FAM0095 Music and Movement**

Music and movement are part of children's daily experiences. 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

**FAM1000 Observation Skills**

Observations are used by educators to identify children's skills and interests, determine the effectiveness of early learning programs, and plan responsive curriculum. Students practise recording observations using a variety of tools and strategies to support children's learning. Students observe children in early learning settings to document and interpret their play to gain an understanding of their interests, skills and development.

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

**FAM1015 Preparation and Reflection for Practicum 1**

The ability to understand and reflect on the roles and responsibilities throughout a practicum experience in early learning and care settings is important for a student educator's success. Students prepare for their practicum by completing eligibility requirements and exploring the specific competencies that must be consistently demonstrated. Students use reflective practices to identify opportunities for personal and professional growth. Through observation and discussion, students examine strategies and techniques used to lead routines and transitions in early learning environments.

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

**FAM1033 Practicum 2**

Practical experience working directly with children and families allows students to expand their integration of theory with professional practice in early learning settings. Students use observational strategies to develop and implement inquiry and play-based opportunities that support all children's learning. Students also establish goals and determine strategies to successfully meet all requirements.

Prerequisite(s): FAM1234 and FAM1241 and FAM1248 and FAM1325  
Corerequisite(s):none

**FAM1043 Practicum 3**

Practical experience provides students with opportunities to take on increasingly independent roles and responsibilities building up to the full scope of practice within the profession. Students consolidate knowledge and skills to demonstrate readiness to practice as an entry-level Registered Early Childhood Educator (RECE). Students engage in critical reflection and collaborative inquiry to establish goals and use strategies to meet all final practicum requirements including curriculum development, pedagogical documentation and professionalism.

Prerequisite(s): FAM1033 and FAM1247  
Corerequisite(s):none

**FAM1234 Practicum 1**

Practical learning experiences support the integration of theory and professional expectations in a variety of early learning settings. Students practice observational skills and guide children through all 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 FAM1243 and FAM1296  
Corerequisite(s):none

**FAM1236 Introduction to Play-Based Curriculum**



Educators support children's well-being, growth and development by facilitating play-based learning opportunities. Students gain an understanding of how play fosters learning through exploration, creativity, and problem-solving. Students explore a variety of factors that influence curriculum design including knowledge of child development, play-based pedagogy and various curriculum approaches.

Prerequisite(s): none

Corerequisite(s):none

### **FAM1238 Preparation and Reflection for Practicum 3**

Student success is enhanced by recognizing and reflecting on the full spectrum of roles and responsibilities prior to entry into the profession. Students prepare for their final practicum by ensuring all eligibility requirements are complete and by exploring the integration of their skills and knowledge in support of bridging the gap between theory and practice. Students use reflective practices to improve their effectiveness as educators and to continue to enhance their personal and professional growth. To prepare for taking on the leading role within their early learning settings, students examine and discuss the competencies relating to their evolving responsibilities during their final practicum with a focus on planning and implementing curriculum, professional judgment and ethical decision-making.

Prerequisite(s): FAM1033 and FAM1240

Corerequisite(s):none

### **FAM1240 Preparation and Reflection for Practicum 2**

The ability to understand and reflect on the increased roles and responsibilities in the second practicum experience supports students' success. Students prepare for the second practicum by maintaining eligibility requirements and exploring additional skills necessary to demonstrate a higher level of competence. Students continue to use reflective practices to identify opportunities for personal and professional growth. Students examine and practice observation strategies to plan and implement inclusive learning opportunities for all children.

Prerequisite(s): FAM1234

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 examine the social determinants of health and examine legislation regarding health, nutrition and safety requirements in early learning settings.

Prerequisite(s): none

Corerequisite(s):none

### **FAM1243 Child Development**

Educators 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 social, cultural and ecological contexts. Students begin to make connections between development and play experiences.

Prerequisite(s): none

Corerequisite(s):none

### **FAM1246 Inclusion in Early Learning**

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 also examine family supports, engagement and advocacy.

Prerequisite(s): FAM1248

Corerequisite(s):none

**FAM1247 Co-Constructing Responsive Curriculum**

Educators are required to design and implement responsive curriculum in early learning settings. Students use the curriculum cycle as a framework for designing experiences that reflect children's interests and capabilities. Students also explore the importance of pedagogical documentation and working collaboratively with families and colleagues to plan meaningful learning experiences.

Prerequisite(s): FAM1234

Corerequisite(s):none

**FAM1248 Supporting Learning Through Co-Regulation**

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 FAM1243

Corerequisite(s):none

**FAM1249 Exploring Stem in the Early Years**

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

Prerequisite(s): 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): FAM1033 and FAM1326

Corerequisite(s):none

**FAM1252 Pedagogical Practices in Early Learning**

Educators use various evidence-based techniques of observation, pedagogical documentation, and reflection to support children's learning, holistic development and well-being. Emphasis is on fostering reflective practices, promoting meaningful family partnership, and using documentation to support and enrich curriculum planning. Through hands-on experiences, students create pedagogical documentation and engage in critical reflection to deepen their understanding of the process of designing responsive curriculum.

Prerequisite(s): FAM1247

Corerequisite(s):none

**FAM1296 Foundations of Early Childhood Education**

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

### **FAM1324 Leadership, Professional Practice, and Partnerships**

Strong leadership and professional practice are essential for fostering meaningful partnerships with families and communities. Students explore the principles of effective leadership, ethical professional conduct, and strategies for building collaborative relationships with diverse families and community organizations. Key topics include ethics, advocacy, family partnerships, and approaches to creating inclusive and supportive environments. Students apply ethical decision-making skills by considering case studies and develop a professional portfolio to demonstrate their leadership competencies.

Prerequisite(s): FAM1033  
Corerequisite(s):none

### **FAM1325 Learning Environments and Experiences**

Educators must be able to differentiate and implement essential elements that are characteristic of inclusive early learning environments for infants up to school-aged children. Students examine how to co-design early learning environments and spaces that encourage investigation, imagination, creativity problem solving, risk taking and autonomy. Students design intentional learning environments and experiences that meet the needs of specific age groups.

Prerequisite(s): FAM1000 and FAM1236 and FAM1243 and FAM1296  
Corerequisite(s):none

### **FAM1326 Psychology of Learning**

Understanding of the various processes of learning helps educators support children's holistic growth and development. Students explore how children acquire knowledge and skills through the examination of various theories and current perspectives. Students develop an understanding of how learning is influenced by developmental, cultural, 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): FAM1243  
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 & Technology.

Prerequisite(s): none  
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 & Technology.

Prerequisite(s): none  
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 & Technology.

Prerequisite(s): none

Corerequisite(s):none