Area of Interest: Community and Social Services

**Early Childhood Education**

Ontario College Diploma
42 Weeks
Perth Campus

**Academic Year:** 2020/2021
**Program Code:** 0430X04FPT

**Our Program**

**Facilitating children`s learning through play.**

The two-year Early Childhood Education Ontario College Diploma program, delivered in a compressed format over 42 weeks, 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 the CECE is required to be eligible to work as an Early Childhood Educator in Ontario.

**SUCCESS FACTORS**

This program is well-suited for students who:

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

Early childhood education is a physically demanding profession. Individuals entering this profession 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 interest 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**

Graduates may find professional employment opportunities as educators in early learning and
care programs (infant, toddler, preschool, school-age), nursery schools, resource and Ontario Early Years Centres, full-day kindergartens, programs run by community health agencies and as home child care advisors. Opportunities in entrepreneurial areas (e.g. marketing of educational toys/books/materials consulting) are emerging.

Graduates are required to register with the College of Early Childhood Educators to be eligible to apply for jobs within the profession.

**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.

- Engage with Indigenous children, families and communities to co-create, implement and evaluate Indigenous early years and child care and child and family programs and environments that are culturally sensitive and culturally relevant to the communities they serve.

- 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**
<table>
<thead>
<tr>
<th>Level: 01</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENL9212 Communications I</td>
<td>42.0</td>
</tr>
<tr>
<td></td>
<td>FAM9600 Observation Skills</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9603 Foundations of Early Childhood Education</td>
<td>48.0</td>
</tr>
<tr>
<td></td>
<td>FAM9606 Practice Teaching I</td>
<td>87.0</td>
</tr>
<tr>
<td></td>
<td>FAM9607 Child Development</td>
<td>48.0</td>
</tr>
<tr>
<td></td>
<td>FAM9635 Introduction to Curriculum</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9637 Creative Art Experiences for Children</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9638 Music and Movement Experiences for Children</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9640 Preparation for Practice Teaching</td>
<td>24.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level: 02</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENL9612 Communications II</td>
<td>42.0</td>
</tr>
<tr>
<td></td>
<td>FAM9610 Health and Wellness for Children</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>FAM9611 Psychology of Learning</td>
<td>42.0</td>
</tr>
<tr>
<td></td>
<td>FAM9613 Practice Teaching II</td>
<td>168.0</td>
</tr>
<tr>
<td></td>
<td>FAM9614 Environments for Young Children</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>FAM9615 Introduction to Children with Exceptionalities</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>FAM9631 Guiding Children's Behaviour</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>FAM9634 Creating an Effective Curriculum</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>FAM9641 Seminar for Practice Teaching II</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Choose one from equivalencies:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED0430 General Education Elective</td>
<td>42.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level: 03</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENL9610 Children's Literature</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9620 Professional and Administrative Practices in Early Childhood Education</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9621 Assessment of Children's Learning</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9622 Practice Teaching III</td>
<td>200.0</td>
</tr>
<tr>
<td></td>
<td>FAM9625 Language and Literacy</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9626 Families and Community</td>
<td>42.0</td>
</tr>
<tr>
<td></td>
<td>FAM9628 Math and Science Experiences for Children</td>
<td>36.0</td>
</tr>
<tr>
<td></td>
<td>FAM9636 Environments for Kindergarten and School-Age Children</td>
<td>45.0</td>
</tr>
<tr>
<td></td>
<td>FAM9639 Seminar III</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**Fees for the 2020/2021 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:
Books and supplies cost approximately $2,000 for the program. These costs include a reasonable estimate for course project supplies.

**Admission Requirements for the 2021/2022 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.

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 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 22; Speaking 22; Writing 22.

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 0430X04FPT

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/](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 applying from out-of-country can obtain the International Student Application Form at [https://algonquincollege.force.com/myACint/](https://algonquincollege.force.com/myACint/) or by contacting the Registrar`s Office.

For further information on the admissions process, contact:

Registrar`s Office  
Algonquin College Heritage Institute  
7 Craig Street  
Perth, ON K7H 1X7  
Local: 613-267-2859  
Toll-free: 1-800-565-4723  
TTY: 1-866-620-3845  
Fax: 613-267-3950  
[https://www.algonquincollege.com/perth](https://www.algonquincollege.com/perth)

**Additional Information**

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

This 42-week, non-semestered, full-time day program is offered at the Perth and Pembroke campuses. It is also offered at the Woodroffe campus as a two-year program. While the learning outcomes at the Perth, Pembroke and Woodroffe campuses are the same, the curriculum order and subject delivery are reflective of the local circumstances, which can affect program delivery.

Algonquin College also offers the entire Early Childhood Education program full-time online and on a part-time basis through AC Online. For information, please visit the Part-time Studies website at: [https://www.algonquincollege.com/online](https://www.algonquincollege.com/online).

**PRACTICE TEACHING ELIGIBILITY:**

**Police Records Check for Service with the Vulnerable Sector (PRCSVS):**  
Successful completion of practice teaching is a requirement for graduation from the Early Childhood Education program. Agencies that provide placement opportunities require you to have a clear PRCSVS. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be eligible to graduate.

To be eligible for placement, you must submit proof of a current, clear PRCSVS, which will be retained on your departmental file and used for purposes related to your practice teaching. You must provide the PRCSVS prior to the deadline identified by the department and are responsible for any associated costs.

**Immunizations:**  
Students must provide evidence of full and complete immunizations, including Hepatitis B vaccine and a recent two-step TB test. Algonquin College Health Services will review the student`s record of immunization and provide authorization for entry into practice teaching. Some practice teaching agencies may require the Influenza vaccine.

**Standard First Aid and CPR-C:**  
A current Standard First Aid and CPR Level C certificate is required prior to clinical placement.

**Transportation and Hours:**  
Students complete three field placements. These placements are assigned by faculty with an emphasis on having students experience different programs during their program of study. Placements are arranged in blocks of three, five and six weeks. Students at the Perth Campus are required to travel to placement within Lanark County and expenses incurred are the responsibility of the student. Students are responsible for their transportation to and from placement. Hours vary from centre to centre. Students may be starting as early as 6:00a.m. and ending as late as 6:00p.m. - students are expected to follow the daily schedule of their onsite supervisor.
ACADEMIC LINKS:
Graduates of the Early Childhood Education Ontario College Diploma program may choose to pursue further education through articulation agreements with the University of Ottawa and Carleton University.

For more information, please contact Jancess Pinnock, Program Coordinator, at 613-267-2859 ext. 5914 or pinnocj@algonquincollege.com.

Course Descriptions

**ENL9212 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. 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

**ENL9610 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): ENL9212 and ENL9612  
Corerequisite(s):FAM9625 and FAM9636

**ENL9612 Communications II**
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): ENL9212  
Corerequisite(s):none

**FAM9600 Observation Skills**
Observations are used by educators to identify children’s skills, capabilities 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

**FAM9603 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 governments 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
FAM9606 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): FAM9600 and FAM9603 and FAM9607 and FAM9635 and FAM9640
Corerequisite(s): none

FAM9607 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 to school age within a social ecological context. Students begin to make connections between development and play experiences.

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

FAM9610 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

FAM9611 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

FAM9613 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): ENL9612 and FAM9600 and FAM9606 and FAM9607 and FAM9610 and FAM9614 and FAM9615 and FAM9631 and FAM9634 and FAM9635 and FAM9640 and FAM9641
Corerequisite(s): none

FAM9614 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. Students examine how to co-design early learning environments and spaces that encourage investigation, imagination, creativity and problem solving.
FAM9615 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): FAM9600 and FAM9603 and FAM9607 and FAM9635
Corerequisite(s): none

FAM9620 Professional and Administrative Practices in Early Childhood Education

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): ENL9612 and FAM9610 and FAM9613 and FAM9641
Corerequisite(s): none

FAM9621 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, purpose and function of assessment. Students explore quality assurance mechanisms and discuss their role in developing and maintaining quality in early learning settings.

Prerequisite(s): FAM9600 and FAM9607 and FAM9615 and FAM9634
Corerequisite(s): none

FAM9622 Practice Teaching III

Students consolidate knowledge and skills gained throughout the ECE program. Guided by the College of ECE's 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): ENL9610 and ENL9612 and FAM9613 and FAM9614 and FAM9615 and FAM9620 and FAM9621 and FAM9625 and FAM9628 and FAM9631 and FAM9634 and FAM9636 and FAM9637 and FAM9638 and FAM9639 and FAM9641
Corerequisite(s): none

FAM9625 Language and 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): FAM9600 and FAM9607 and FAM9614 and FAM9615 and FAM9631 and FAM9634
Corerequisite(s): ENL9610 and FAM9636

FAM9626 Families and Community
Early Childhood Education

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

FAM9628 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): FAM9600 and FAM9603 and FAM9607 and FAM9614 and FAM9635
Corerequisite(s):none

FAM9631 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 will 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): FAM9600 and FAM9603 and FAM9607 and FAM9635
Corerequisite(s):none

FAM9634 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): FAM9600 and FAM9603 and FAM9607 and FAM9635 and FAM9637 and FAM9638
Corerequisite(s):none

FAM9635 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

FAM9636 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): FAM9607 and FAM9614 and FAM9615 and FAM9631
Corerequisite(s):ENL9610 and FAM9625

FAM9637 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 will actively explore the pedagogical value of creative art experiences in early learning settings.

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

**FAM9638 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 will actively explore the pedagogical value of music and moment experiences in early learning settings.

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

**FAM9639 Seminar III**

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

Prerequisite(s): ENL9612 and FAM9613 and FAM9614 and FAM9615 and FAM9631 and FAM9634 and FAM9637 and FAM9638 and FAM9641
Corerequisite(s): none

**FAM9640 Preparation for Practice Teaching**

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

**FAM9641 Seminar for Practice Teaching 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 in their work with children and families. Through reflection, students consider their emerging skills in developing curriculum for individual and groups of children.

Prerequisite(s): FAM9600 and FAM9603 and FAM9606 and FAM9607 and FAM9640
Corerequisite(s): FAM9610

**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