

Area of Interest: Community and Social Services

## Bachelor of Early Learning and Community Development (Entry Level 5) (Honours)

Honours Degree

Program Code: 1617B01FWO

4 Years

Ottawa Campus

### Our Program

#### **Discover a career supporting children, families and communities.**

The Bachelor of Early Learning and Community Development (Honours) program prepares you to work with children and families in both the community development and educational sectors and provides you with a variety of transferable skills.

There is an increasing awareness of the importance of early learning in our society. Similarly, there is an ongoing need to develop and support early learning opportunities for children and their families within a variety of settings. The early learning sector is evolving to address these changes. This program is ideal for those who want to play a role in these developments.

This program combines theory and practice, giving you the skills and knowledge you need for engaging with communities, families and children to create and implement community and school based programs that support early learning and development.

Throughout the program, you have three varied field placements within both community and school settings. These give you the chance to apply your skills to real-world settings. With field placements, applied learning and a semester-long work term, graduates are ready for employment in the community development and education sectors.

Graduates may find work in:

- community health agencies
- kindergartens
- child and family centres
- municipal and provincial government
- non-governmental agencies addressing the needs of families, children, and their communities

### **SUCCESS FACTORS**

This program is well-suited for students who:

- Have strong observational and analytical skills.
- Are willing to work as a member of diverse interprofessional teams.
- Have strong language (oral and written) skills.
- Are self-reliant and enjoy challenges.
- Are interested in child development and teaching children through play.
- Are comfortable using computers and other forms of technology.

- Enjoy working with children and their families.
- Have an appreciation of the importance of research.

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

## Employment

Graduates of this program are eligible to register with the College of Early Childhood Educators. Graduates may find employment opportunities in community health agencies, Early ON centres, municipal and provincial government and non-government agencies, addressing the needs of families, children, and their communities. Entrepreneurial opportunities (e.g. consulting, marketing of educational toys, etc.) are emerging.

## Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Contribute to early learning and community development for children and families using research and evidence-based practice from the fields of psychology, early learning, education, sociology, and social work.
- Communicate professionally, in all modalities to support children, their families and their communities to document research findings and inform the public and profession.
- Use cross cultural competencies and evidence-based practice to initiate and develop supportive, respectful, responsive and professional relationships when working with children, families and the broader community, including Indigenous peoples and Francophone culture.
- Develop inclusive curricula by using observation strategies and applying research and evidence-based practices in early learning and community development pedagogy.
- Design and deliver effective needs assessments, draft action plans, and implement and evaluate community based early learning projects.
- Co-create and evaluate inclusive, equitable, safe and healthy learning environments for children, families, and communities.
- Apply relevant legislation, regulations, standards and the College of Early Childhood Educators Code of Ethics and Standards of Practice to inform the development, implementation and evaluation of programs for children, families and their communities.
- Identify and analyze local, national and international standards, trends and directions in the early learning profession to inform leadership practices.
- Coordinate, implement and lead early learning services and community partners and stakeholders through the assessment and analysis of data on organizational structures and behaviours.
- Develop a personal philosophy of early learning and community development using methodologies of reflective practice and evidence-based theoretical perspectives.
- Apply a variety of leadership skills to work collaboratively with community partners and stakeholders, families and children to advocate for quality early learning programs and services.
- Advocate for the importance of the natural environment in supporting the development of healthy communities for children and their families through the application of current research and knowledge.
- Identify and apply discipline-specific practices that contribute to the local and global

- 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: 05	Courses	Hours
EDU4353	Infant and Early Childhood Mental Health	42.0
EDU4354	Cross-Cultural Competencies	42.0
FAM4351	Community Organization	42.0
NAT4352	Nature-Based Early Learning	42.0
PHI2004	Foundations of Social Science Research: Principles, Methods, and Actions	42.0
Level: 06	Courses	Hours
EDU4231	Play-Based Pedagogy	42.0
EDU4360	Developing Proposals	42.0
FAM4362	Group Dynamics and Organizational Behaviour	42.0
FLD4361	Field Placement II	189.0
Level: 07	Courses	Hours
EDU4478	Early Learning and Community Development Work Term	420.0
Level: 08	Courses	Hours
EDU4241	Assessment and Program Evaluation	42.0
EDU4472	Special Studies in Early Learning and Community Development I	42.0
FLD4474	Field Placement III	98.0
NAT4473	Outdoor Learning Environments	42.0
QUA2001	Statistics for the Social Sciences	42.0
Level: 09	Courses	Hours
EDU4400	Global Perspectives of Pedagogy	42.0
EDU4480	Special Studies and Research in Early Learning and Community Development II	42.0
FAM4482	Leadership, Community Development and Advocacy	42.0
Elective: choose 2 Courses		Hours
CUL4000	Global Citizenship	42.0
ENL4016	World Literature	42.0
ENL4100	Creative Writing	42.0
ENL4200	New Worlds and Alternative Realities: Speculative Fiction	42.0
PHI4000	Philosophy and Popular Culture	42.0

PHI4002	The Philosophy of Drugs	42.0
PHI4003	The Philosophy of Love and Sex	42.0
PHI4004	Technology, Society and the Environment	42.0
PHI4100	Survival in the Information Age: Risk and the Media	42.0
PHY4000	Black Holes, Big Bangs and the Cosmos	42.0

## Fees for the 2023/2024 Academic Year

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

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

Fees are subject to change.

## Admission Requirements for the 2024/2025 Academic Year

### Program Eligibility

- Graduates from a two-year Early Childhood Education Ontario College Diploma program with a minimum overall average of 70%, and who complete the required three degree-level bridging courses (Foundations of Social Development, Working with Adults, Legislation and Ethics in Family Services) with a minimum of a C (63%) in each course, are eligible to enter into semester five (Year 3) for this four-year Bachelor of Early Learning and Community Development (Honours) degree.

### Additional Requirements:

Upon acceptance into the program the following requirements must be met. Valid 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. Students must have Standard First Aid certification. Failure to complete these requirements will prevent students from participating in the field placement and work term components of the program.

### 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:

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.

### Experiential Learning, Work Term and Field Placement Eligibility:

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

Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll. Mature students have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level.

**If you are an International Student:**

International students require a work permit issued by Citizenship and Immigration Canada (CIC) to authorize the student in completing the essential work component in the three placement courses and work term in the 4-year BELCD degree.

International students must have a work permit in order to participate in the practice teaching courses. This permit should be obtained as soon as possible. At the port of entry to Canada, students should let the customs officer know that they need the work permit and should include a letter issued by the International Admissions office to add support to the request.

Students who wait until they start the program to apply for the permit might not obtain it in time to begin their first practice teaching course.

Current processing times for the work permit are found here:

<http://www.cic.gc.ca/english/information/times/temp.asp>.

**Admission Requirements for 2023/2024 Academic Year****College Eligibility**

- Ontario Secondary School Diploma (OSSD) or equivalent.
- Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enrol. Mature students have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level.

**Program Eligibility**

- Graduates from a two-year Early Childhood Education Ontario College Diploma program with a minimum overall average of 70%, and who complete the required three degree-level bridging courses (Foundations of Social Development, Working with Adults, Legislation and Ethics in Family Services) with a minimum of a C (63%) in each course, are eligible to enter into semester five (Year 3) for this four-year Bachelor of Early Learning and Community Development (Honours) degree.

**Additional Requirements:**

Upon acceptance into the program the following requirements must be met. Valid 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. Students must have Standard First Aid certification. Failure to complete these requirements will prevent students from participating in the field placement and work term components of the program.

**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:**

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.

**Experiential Learning, Work Term and Field Placement Eligibility:**

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

Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll. Mature students have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level.

**If you are an International Student:**

International students require a work permit issued by Citizenship and Immigration Canada (CIC) to authorize the student in completing the essential work component in the three placement courses and work term in the 4-year BELCD degree.

International students must have a work permit in order to participate in the practice teaching courses. This permit should be obtained as soon as possible. At the port of entry to Canada, students should let the customs officer know that they need the work permit and should include a letter issued by the International Admissions office to add support to the request.

Students who wait until they start the program to apply for the permit might not obtain it in time to begin their first practice teaching course.

Current processing times for the work permit are found here:

<http://www.cic.gc.ca/english/information/times/temp.asp>.

**Application Information****BACHELOR OF EARLY LEARNING AND COMMUNITY DEVELOPMENT (ENTRY LEVEL 05)  
(HONOURS)****Program Code 1617B01FWO**

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

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

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

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

International applicants please visit this link for application process information:

<https://algonquincollege.force.com/myACint/>.

For further information on the admissions process, contact:

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

**Additional Information**

Algonquin College has been granted consent by the Minister of Colleges and Universities to offer this applied degree for a seven-year term, starting May 10, 2022. The College shall ensure that all students admitted to the above-named program during this period of consent have the opportunity to complete the program within a reasonable timeframe.

Students may apply for transfer of academic credits from Algonquin College (internal transfer) or from other institutions (external transfer). College Policies AA09 and AA10 apply to transfer of credits. For more information visit: <https://www.algonquincollege.com/directives>.

Students may apply for credit by challenging courses using Prior Learning Assessment and Recognition (PLAR). College Policy AA06 applies to PLAR. Students pay a fee for each course they wish to be exempt from and, through either a portfolio or challenge examination, a PLAR may lead to the acceptance of work and life experience in lieu of taking certain courses. For more



information visit: <https://www.algonquincollege.com/col/plar.html> .

**ACADEMIC PROBATION:**

Students who have two or more F grades in a given term or whose term grade point average falls below C- 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.

**GRADUATION REQUIREMENTS:**

Students must achieve a minimum of a 1.7 final G.P.A to meet graduation status.

**Contact Information****Program Coordinator(s)**

- Lisa Lalonde, <mailto:lalondl@algonquincollege.com> , 613-727-4723, ext. 2936

**Course Descriptions****CUL4000 Global Citizenship**

Informed citizens in today's world appreciate the meaning of civic life at the local, national and global level. Students reflect on and develop a personal awareness of the meaning of freedoms, rights and obligations in a diverse global community and consider the political, social and economic drivers that influence patterns of human behaviour and the health of the planet. Based on general principles of global citizenship, students look beyond national borders to assess personal responsibilities related to the health and well-being of the planet and inhabitants. Students critically evaluate information related to environmental and social health, equipped with attitudes and behaviours that foster global environmental and social responsibility.

Prerequisite(s): ENL1100 and PHI1000

Corerequisite(s):none

**EDU4231 Play-Based Pedagogy**

When working with infants and their families, educators strive to provide welcoming and supportive environments while creating collaborative opportunities to facilitate the families' wellbeing. Students develop further understanding of infant and early childhood mental health, including adverse childhood experiences and trauma informed practices. Learners gain insight into how practitioners use their programs as both prevention and intervention as well as an understanding of the impact of delivering sensitive information to families. An emphasis is placed on effective communication skills (both oral & written), active listening skills, presentation skills and working collaboratively with the community and other professionals.

Prerequisite(s): EDU4123 and EDU4230 and NAT4352

Corerequisite(s):none

**EDU4241 Assessment and Program Evaluation**

Educators use assessment and evaluation to support the quality of early learning and community-based programs. Students examine forms of assessment and assessment pathways as a means to build effective and engaging opportunities for children and their families. Students compare & analyze a variety of (local, provincial, national and international) tools used to monitor and evaluate early childhood programs. Students explore major areas of program evaluation including theoretical approaches, the communication of evaluation findings, evaluations ethics and stakeholder engagement.

Prerequisite(s): EDU4120 and EDU4231

Corerequisite(s):none

**EDU4353 Infant and Early Childhood Mental Health**

When working with infants and their families, educators strive to provide welcoming and supportive

environments while creating collaborative opportunities to facilitate the families' wellbeing. Students develop further understanding of infant and early childhood mental health, including adverse childhood experiences and trauma informed practices. Learners gain insight into how practitioners use their programs as both prevention and intervention as well as an understanding of the impact of delivering sensitive information to families. An emphasis is placed on effective communication skills (both oral & written), active listening skills, presentation skills and working collaboratively with the community and other professionals.

Prerequisite(s): EDU4120 and EDU4123 and FAM4234

Corerequisite(s):none

### **EDU4354 Cross-Cultural Competencies**

As Canada continues to undergo cultural and demographic changes, students are facing the reality of working with diverse children, families and communities. Students explore the cross-cultural continuum process from tolerance to sensitivity and awareness, to respect and then competency. Within the historical and current Canadian context, students examine cultural diversity as an active process that includes, not only differences in race, ethnicity, language, or religion, but also gender, ability, class, age and sexual orientation. Students examine their own cultural beliefs, practices, and biases in relation to those of other individuals and the broader expectations of Canadian society. The interplay between individual cultural diversity and other cultures are explored and students develop new knowledge of cultural differences and their impact on attitudes, behaviour, and professional practice within children, families and communities. Students develop effective strategies and techniques to use when responding and adapting to various socio-cultural contexts, and interacting with children and their families.

Prerequisite(s): none

Corerequisite(s):none

### **EDU4360 Developing Proposals**

Many community agencies depend on proposals to access funding and resources. Students examine how funding sources influence the type of proposal developed. Students analyze key components of the proposal process including the rationale for the proposal, the background research review, articulating the evaluation objectives or research question, outlining the method and design, developing strategies for disseminating the results based on who will use the findings, and determining the budget required to conduct the research or evaluation. Students identify a pre-existing organization or programs and identifying a topic for their proposals. In addition to learning how to write various types of proposals, students gain knowledge about funding sources, submission requirements, and developing relationships with funders.

Prerequisite(s): none

Corerequisite(s):none

### **EDU4400 Global Perspectives of Pedagogy**

The early years are widely recognized as a critical part of life that lay the foundation for development and well-being. Early learning pedagogies applied during this developmental time are of great influence to a child's growth. Students reflect upon past and present discourses concerning early childhood pedagogy and their influences on research, policy and practice. Students explore and critique a range of established early childhood pedagogies from diverse global perspectives. Students also develop a statement of their own pedagogical philosophy in connection to their experiences and future academic and/or professional goals.

Prerequisite(s): EDU4241

Corerequisite(s):none

### **EDU4472 Special Studies in Early Learning and Community Development I**

Combining acquired skills and knowledge with individual interest areas, students research relevant issues in early learning and community development that benefit from further investigation and/or strategic planning. Using an area of interest individual students identify a topic/question for in-depth study. Students design a research question, conduct a literature review, determine methodology to study the question as well as prepare a draft ethics application for their study.



Prerequisite(s): EDU4231 and EDU4354 and EDU4360 and PHI2004  
Corerequisite(s):none

**EDU4478 Early Learning and Community Development Work Term**

The work term experience provides an experiential learning opportunity for individual students which are directly related to the field of study. Immediately following academic term seven, the work term placement facilitates the consolidation of both practical and theoretical knowledge within the early learning and community development sector. Students returning from this mandatory work term draws on their experience for a number of their final semester courses. Although centered with early learning and community development agencies located in Eastern Ontario, work term opportunities are sought throughout Canada and abroad.

Prerequisite(s): EDU4360 and FAM4362 and FLD4361  
Corerequisite(s):none

**EDU4480 Special Studies and Research in Early Learning and Community Development II**

Increasingly the early learning sector requires individuals with strong analytical and interpretive skills to carry out well-grounded research, develop policies and/or access funding to support initiatives for young children and their families. Continuing their work from EDU4472, students develop secondary research, design & collect primary data, analyze the findings and prepare a final research report outlining research findings and future direction for investigation.

Prerequisite(s): EDU4472 and QUA2001  
Corerequisite(s):none

**ENL4016 World Literature**

Exposure to broad sources of literature promotes an open-minded perspective on today's global society and encourages an appreciation of diversity and human differences. In World Literature, students explore key literary works from around the world and examine the socio-historical and cultural contexts in which authors wrote and set these texts. Students learn to identify common themes and apply literary and cultural theory to these works towards expanding critical thinking skills and developing an analytical vocabulary. Through seminar presentations, group discussions, debates, journaling, and creative writing, students grapple with literary representations of social, political, and cultural issues from around the world, gaining an appreciation of what it means to be responsible global citizens and possess the ability to listen to, question, and value diverse perspectives.

Prerequisite(s): ENL1100  
Corerequisite(s):none

**ENL4100 Creative Writing**

Whether for personal or public consumption, many people enjoy writing short fiction to express their creative energy while improving upon their overall writing abilities. Working with professional short stories as models, students examine the stylistic components that contribute to the excitement, atmosphere, and overall readability of short fiction. Students share their work and provide formal feedback on the work of others.

Prerequisite(s): ENL1100  
Corerequisite(s):none

**ENL4200 New Worlds and Alternative Realities: Speculative Fiction**

Speculative fiction gathers together all those works of fiction in which new worlds or alternative realities are envisioned. Within this category of prose, students have the opportunity to explore the various sub-genres that present readers with new ways of thinking about some of the issues that face society. Students also develop skills in critical analysis using a variety of approaches and methodologies from literary studies.

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

**FAM4351 Community Organization**

Within the community framework there are a wide variety of social services, healthcare, education and recreational organizations that provide programs and services for diverse children, families and groups. Students explore management infrastructure (profit vs. non-profit, house board, volunteer board vs. community board); issues related to funding, as well as advocacy and levels of consumer engagement within the organizational structure. Students examine the collaborative strategic planning process and the interplay between diverse early learning communities and individuals who work with children and families. Students develop awareness and acquire knowledge about the different types of multidisciplinary and interdisciplinary teams and the leadership needed in to support collaboration and consumer engagement within and among community organizations. In addition, the demographics of an organization are studied and an awareness for how research and environmental scans influence and impact organizational programs and services are reviewed and evaluated.

Prerequisite(s): FAM4233 and FAM4234  
Corerequisite(s):none

**FAM4362 Group Dynamics and Organizational Behaviour**

Educators require a variety of organizational skills to work in the increasingly diverse early learning sector. Using relevant theories, students examine the basic characteristics of groups, the development of effective intergroup working relationships, and the creation of high functioning teams within and between different types of organizations and organizational structures. Organizational behaviour and sustainability is reviewed in terms of organizational design principles, decision making, communication, conflict resolution and leadership styles. Students examine personal ethics and values to evaluate their fit within the context of established organizational values.

Prerequisite(s): EDU4354 and FAM4234 and FAM4351  
Corerequisite(s):none

**FAM4482 Leadership, Community Development and Advocacy**

Early Childhood Education is greatly influenced by a community's ability to mobilize and advocate for marginalized and vulnerable populations. By examining theory and practice, students are able to identify community and organizational visions, effective leadership skills and communication styles necessary for successful community development. Students navigate the principles and tools for engaging urban, rural and suburban and other specific communities, through an empowerment and anti-oppressive lens. An emphasis is placed on skills in leadership, community development and advocacy that educators can use in their own communities and professional context.

Prerequisite(s): FAM4351 and FAM4362  
Corerequisite(s):none

**FLD4361 Field Placement II**

Individuals developing skills to work with children and families within the broader community require practical, as well as academic experiences. Working within a community agency, students integrate a variety of knowledge and skills for working with families to support children's learning and development. Agency activities that students engage in may include projects which focus on children, families or the broader community. Emphasis is placed on enhancing communication skills, professionalism, assessment skills, and working effectively as a part of inter-professional teams to meet the needs of children and families.

Prerequisite(s): EDU4354 and FAM4234 and FAM4351 and FLD4244  
Corerequisite(s):none

**FLD4474 Field Placement III**

Individuals developing the skills to work with children and community partners in the natural environment require practical, as well as academic experiences. Students work within a community context to engage, develop, and implement strategies for outdoor play and learning in the early years. Students take on leadership roles throughout the engagement, needs assessment, delivery and evaluation process. Students are expected to incorporate community development practices; principles of sustainability and nature-based learning, and to think creatively to address barriers and challenges to outdoor play and learning. Community context may range from working within early learning and care to working with a specific marginalized population.

Prerequisite(s): FLD4361 and NAT4352  
Corerequisite(s):none

### **NAT4352 Nature-Based Early Learning**

Increasingly, research indicates the importance of the natural environment for the healthy development of young children. The importance of including nature in early childhood education is examined by students from a developmental, social, physical and health perspective. Students explore various models of early childhood outdoor programs, ranging from day programs in urban centres to Forest Preschools on wooded rural lots. By analyzing existing models students formulate strategies for incorporating nature into a wide range of early learning contexts.

Prerequisite(s): EDU4114 and EDU4120 and PSY4121  
Corerequisite(s):none

### **NAT4473 Outdoor Learning Environments**

The outdoor environment is an integral component to quality education and health in the early years. Students explore international, national and regional standards and models for outdoor environments with an emphasis being placed on issues regarding sustainability, accessibility and affordability of natural settings. Students develop the skills required to engage communities in the development and design process, to create environments that support play and learning in the outdoors. Advocacy, engagement, design and curriculum development, as it pertains to the outdoor environment are also addressed.

Prerequisite(s): EDU4231 and NAT4352  
Corerequisite(s):FLD4474

### **PHI2004 Foundations of Social Science Research: Principles, Methods, and Actions**

Fundamental understanding of research process, including knowledge of theoretical principles, methods and considerations for conducting well-grounded research, is an essential skill for practitioners in social fields of study. Through lectures, discussions and in-class activities, students explore the basics of empirical research design, research ethics, data collection, data analysis and dissemination of findings. Particular attention focuses on developing strong analytical and interpretive skills essential in the evaluation of research findings. Students work collaboratively to critically analyze a given research project.

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

### **PHI4000 Philosophy and Popular Culture**

Many facets of today's popular culture engage, directly or indirectly, with the concerns of a variety of philosophical traditions. Drawing on a number of examples, students explore both the way popular culture permeates and spreads through society and the way it interprets and presents philosophical questions. Students develop skills and techniques for assessing the soundness and validity of thought experiments.

Prerequisite(s): PHI1000  
Corerequisite(s):none

### **PHI4002 The Philosophy of Drugs**

Drugs are everywhere: professionals prescribe them to us to make us "better"; we take them recreationally; we give them to our children, pets and other loved ones; we buy them on the streets and in grocery stores. What are "drugs"? Why are some drugs legal and others not? How do drugs get to market? What ethical issues are relevant in a global drug industry? Are current intellectual property regimes appropriate if the goal of drug research is to promote benefits to society? Students critically examine these, and other, questions through the lens of historical and contemporary ethical, philosophical and legal theories and arguments. Students engage in various peer-oriented learning activities throughout the course.

Prerequisite(s): none

Corerequisite(s):none

### **PHI4003 The Philosophy of Love and Sex**

Love and sex are central to the human condition, and have been topics of academic inquiry and controversy throughout history. Various practices surrounding love and sex are celebrated in Western culture, such as monogamy and marriage, while other practices, such as polygamy and pedophilia, are condemned. Why is this? Students critically explore these and other issues surrounding love and sex using examples from popular music, movies and literature, framing those issues with the help of historical and contemporary philosophical theories and arguments. Students engage in various peer-oriented learning activities throughout the course.

Prerequisite(s): none

Corerequisite(s):none

### **PHI4004 Technology, Society and the Environment**

Environmental issues have come to occupy a central place in the marketplace, politics, policy, and society at large. Owing largely to the many environmental consequences that have accompanied industrialization, we humans have been forced to rethink the complex relationship between technology, society and the environment. Students investigate philosophical concepts and theories surrounding technology, society and the environment including: the "naturalness" of technology, sustainability and animal rights. Students critically examine course material by focusing on questions such as: What is nature, and what role do/should humans occupy in it? What do we owe non-human organisms? What do we owe future generations? Students engage in various peer-oriented learning activities throughout the course.

Prerequisite(s): none

Corerequisite(s):none

### **PHI4100 Survival in the Information Age: Risk and the Media**

On an almost daily basis, the media, through its various outlets - television, radio, web sites, RSS, and podcasts - reports on issues that address our wellbeing. Through discussions, readings, and assignments, students enhance their ability to interpret and question information presented by the media by better understanding the inherent risks. Issues like alternative medicine (i.e. vaccinations) and socio-legal issues (i.e. bullying, hacking, surveillance, privacy) provide grounds for students to use principles from the social science as a means to think critically about real and perceived risks in daily life.

Prerequisite(s): PHI1000

Corerequisite(s):none

### **PHY4000 Black Holes, Big Bangs and the Cosmos**

The dynamic and exciting field of Cosmology outlines our current understanding of the Universe from its start, at the so-called Big Bang, through the ensuing 13 plus billion years to the present and beyond. Students learn how to discuss our present understanding of the three phases of the Universe as well as its five part make up, with matter making up only 4% of the whole. Students explain our knowledge of the various phases of evolution of the Cosmos and also the latest theories and experiments that are trying to address our uncertainties. Throughout the course, students evaluate and debate many of today's ideas and concepts revolving around cosmology.

Prerequisite(s): none

Corerequisite(s):none

**QUA2001 Statistics for the Social Sciences**

Professionals in the social sciences evaluate quantitative evidence to make decisions. In this course, students explore descriptive and inferential statistics used in social science research. Descriptive statistics are used to describe the data collected. Inferential statistics are used to determine if the data collected represents a population of interest and whether experimental results are significant and meaningful or simply due to chance. Students develop the skills to determine which statistics should be used with particular data types, analyze fundamental statistical problems, and interpret statistical findings. Individually and in groups, students use statistical software to analyze simulated and actual data sets to answer particular research questions and to report on their findings using standard social science tools. Emphasis is on the development of the critical thinking skills needed to understand and apply statistics for the social sciences.

Prerequisite(s): none

Corerequisite(s):none