Bachelor of Early Learning and Community Development (Honours)

Honours Degree  Academic Year: 2019/2020
4 Years  Program Code: 1617X01FWO
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
- early learning programs
- child and family centres
- provincial government
- non-governmental agencies addressing the needs of families and children

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.

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 years centres, provincial government and non-government agencies, addressing needs of families and children. Entrepreneurial opportunities (e.g. consulting, marketing of educational toys, etc.) are emerging.

Learning Outcomes
The graduate has reliably demonstrated the ability to:

• Contribute to community development for children and families using theories from the fields of psychology, learning, sociology, and social work.
• Communicate professionally, in all modalities, at both an applied and theoretical level to support families and children within programs and to document research findings to inform the profession and the public.
• Use cross cultural competencies and psychology theories to initiate and develop supportive, respectful, responsive and professional interactions when working with children, families and the broader community.
• Plan, develop, implement and assess inclusive curricula by applying current research and best practices in learning and pedagogy.
• Design and deliver effective needs assessments, draft action plans, and implement and evaluate community based early learning projects.
• Create and evaluate inclusive, safe and healthy learning environments for children and families.
• Apply relevant legislation and regulations to inform the development, implementation and evaluation of programs for children and families within the field of early learning.
• Identify and analyze local, national and international standards, trends and directions in the field of early learning and use them to inform leadership practices.
• Coordinate, implement and manage early learning services and community agencies through the assessment and analysis of data on organizational structures and behaviours.
• Develop a personal philosophy of early learning using methodologies of reflective practice and relevant theoretical perspectives.
• Apply a variety of leadership skills to work collaboratively with community organizations/agencies and families to advocate for child and family oriented educational programs.
• Advocate for the importance of the natural environment in supporting the development of healthy communities for families through the application of current research and knowledge.

Program of Study

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<tr>
<th>Level: 01</th>
<th>Courses</th>
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<tbody>
<tr>
<td>EDU4110</td>
<td>Human Development I</td>
<td>42.0</td>
</tr>
<tr>
<td>EDU4113</td>
<td>Historical Overview of Early Learning and Family Services</td>
<td>42.0</td>
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<tr>
<td>EDU4122</td>
<td>Ethics and Legislation in Early Learning</td>
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<tr>
<td>ENL1100</td>
<td>Communications and Academic Writing</td>
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<td>PSY4111</td>
<td>Social Psychology</td>
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<tr>
<td>EDU4230 Effective Indoor Environments</td>
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<td>EDU4231 Play-Based Curriculum</td>
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<td>EDU4232 Guiding Behaviour</td>
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<td>FAM4233 Legislation and Ethics in Family Services</td>
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<td>FAM4234 Working with Adults</td>
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<td>EDU4240 Literacy and Numeracy Development</td>
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<td>EDU4241 Assessments</td>
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<td>EDU4242 Creative Arts for Children</td>
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<td>EDU4243 Administrative Practices</td>
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<td>FLD4244 Field Placement I</td>
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<td>EDU4353 Infant Specialization</td>
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<td>EDU4354 Cross Cultural Competencies</td>
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<td>FAM4351 Community Organization</td>
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<td>NAT4352 Nature-Based Early Learning</td>
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<td>PHI2000 Introduction to Research</td>
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<td>BIO2200 Botany</td>
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<td>EDU4360 Developing Proposals</td>
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<td>FAM4362 Group Dynamics and Organizational Behaviour</td>
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<td>FLD4361 Field Placement II</td>
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<td>QUA2000 Statistics</td>
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<tr>
<td>EDU4478 Early Learning and Community Development Work Term</td>
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<td>EDU4472 Special Studies in Early Learning</td>
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<td>FLD4474 Field Placement III</td>
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**Elective: choose 2 Courses**

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<td>CUL4000 Global Citizenship</td>
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<td>ENL4016 World Literature</td>
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<td>ENL4100 Creative Writing</td>
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<td>ENL4200 New Worlds and Alternative Realities: Speculative Fiction</td>
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<td>PHI4000 Philosophy and Popular Culture</td>
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<td>PHI4003 The Philosophy of Love and Sex</td>
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<td>PHI4100 Survival in the Information Age: Risk and the Media</td>
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<td>PHY4000 Black Holes, Big Bangs and the Cosmos</td>
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<td>EDU4480 Independent Study and Research</td>
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<tr>
<td>EDU4481 Advanced Principles of Learning Behaviours</td>
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<tr>
<td>FAM4482 Leadership, Community Development and Advocacy</td>
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Fees for the 2019/2020 Academic Year

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

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 2020/2021 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

- Six Grade 12 (U) or (M) courses with a minimum 65% average.
- Grade 12 English: ENG4(U), with a minimum 65%.
- Applicants with an ECE diploma or ECE equivalency must have an overall average of 75% from the ECE diploma program and have successfully completed the three mandatory bridging courses (Foundations of Social Development, Working with Adults, Legislation and Ethics in Family Services). Applicants meeting these requirements will be admitted to year 3 of the program.

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 in 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 practice teaching courses of the two-year Early Childhood Education program.

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.


Admission Requirements for 2019/2020 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**

- Ontario Secondary School Diploma with a majority of senior credits at the University Preparation (U) or University/College Preparation (M) level or Mature Student Status (age 19 or older).
- Six Grade 12 (U) or (M) courses with a minimum 65% average.
- Grade 12 English: ENG4(U), with a minimum 65%.
- Applicants with an ECE diploma or ECE equivalency must have an overall average of 75% from the ECE diploma program and have successfully completed the three mandatory bridging courses (Foundations of Social Development, Working with Adults, Legislation and Ethics in Family Services). Applicants meeting these requirements will be admitted to year 3 of the program.

**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 practice teaching courses of the two-year Early Childhood Education program.

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.


**Application Information**

**BACHELOR OF EARLY LEARNING AND COMMUNITY DEVELOPMENT (HONOURS)**

**Program Code 1617X01FWO**

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 please visit this link for application process information: [https://algonquincollege.force.com/myACint/](https://algonquincollege.force.com/myACint/).

For further information on the admissions process, contact:

Registrar’s Office
Algonquin College
1385 Woodroffe Ave
Ottawa, ON K2G 1V8
Telephone: 613-727-0002
Toll-free: 1-800-565-4723
TTY: 613-727-7766
Fax: 613-727-7632
Email: [mailto:AskUs@algonquincollege.com](mailto:AskUs@algonquincollege.com)

**Additional Information**

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

Algonquin College has been granted consent by the Minister of Training, Colleges and Universities...
to offer this applied degree for a seven-year term starting January 6, 2015. The College shall ensure that all students admitted to the above-named program during the 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 1.7 are considered to be on academic probation (Policy AA14 Grading System). This requires the student to meet with their academic advisor or coordinator to sign a learning contract which identifies the conditions which must be met to continue in the program. Students who do not meet the terms of their learning contract are withdrawn from the program.

For program information, contact the School of Health and Community Studies at 613-727-4723 ext. 7776.

**Course Descriptions**

**BIO2200 Botany**

Biologists with an interest in plant life may choose to specialize in botany. Beginning with the organic features of life, focusing on plants, students investigate the diversity of plant life and the basis for distinction amongst various species. With a deeper knowledge of plant structures and variability, students consider the impact of plants in the modern world, including human interactions such as food production, building materials and medicine.

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

**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

**EDU4110 Human Development I**

Child development knowledge is used by educators and other professionals to help guide their work with children. Using developmental and learning theories as the foundation, students study the growth and development of children from prenatal to six years of age. Children's physical, language, social, emotional and cognitive changes are examined within a social ecological context. Students acquire and use observational skills to collect and assess a variety of developmental data. Students research, analyze, compare and assess various approaches used to explain the development of the young child. In addition, students have opportunities to link developmental information to the delivery of education and other services for young children and their families.

Prerequisite(s): none
Corerequisite(s): none
EDU4113 Historical Overview of Early Learning and Family Services

Educational, social and political policies influence early learning programs and family services. Students examine the historical development of the social welfare, the early learning and care, and the educational systems within Canada. In each of the systems examined, historical and contemporary issues are analyzed with an emphasis on the influences these systems had and continue to have on services for children and families.

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

EDU4114 Introduction to Curriculum

Effective curriculum is a major component of quality learning programs. Using learning theories and theories of play, students examine the various aspects of early learning environments and curriculum design to determine what reflects key principles of early learning and best practice. A strategy for creating play based curriculum is introduced, and students determine how play-based curriculum can be incorporated into a variety of early learning experiences and programs for children and their families. Students analyze methods for working collaboratively with families and communities when developing early learning curricula.

Prerequisite(s): EDU4122
Corequisite(s): none

EDU4120 Human Development II

Professionals working with children and families use knowledge of child and adolescent development to guide their practice. Students examine physical, language, social, emotional and cognitive changes from six years through adolescence within a social ecological context. Students research, analyze, compare and assess various approaches addressing the development of the individual. Students have opportunities to link developmental information to the delivery of services for children, youth and their families.

Prerequisite(s): EDU4110
Corequisite(s): none

EDU4122 Ethics and Legislation in Early Learning

Legislation guides educators as they plan, implement and evaluate early learning programs for children and their families. Students explore the legislation regulating programs for children both within the educational system and the licensed early learning and care system. Students apply this knowledge to early learning situations to determine how it affects professional interactions and relationships with children, families, colleagues and other professionals.

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

EDU4123 Supporting Children with Exceptionalities

Educators require diverse skills and knowledge to work successfully with a wide variety of families who have children with exceptionalities. Students explore historical and theoretical approaches to understanding family systems and consider various factors affecting family functioning. Special attention is paid to the impact of legislation and public policy on children and families with exceptionalities. Students develop strategies for assisting families to access developmental services and to participate fully in community activities. Students investigate the impact various exceptionalities can have on children's learning and development. This knowledge is used to create inclusive play-based early learning programs that support both children and families.

Prerequisite(s): EDU4110
Corequisite(s): EDU4120

EDU4230 Effective Indoor Environments
The indoor environment is key to the effective delivery of curricula. Students analyze elements of time, space, materials and people and use them to create inclusive learning environments for children. Students assess how a program’s philosophy, organizational structures/systems and the various individuals involved in the program all affect the indoor early learning environment.

Prerequisite(s): EDU4114 and EDU4120  
Corerequisite(s): EDU4231

**EDU4231 Play-Based Curriculum**

Young children learn through play, and educators require the ability to support learning through play activities. Students discover how play informs best practices for curriculum development and learning environments for children from infancy through to school-age. A variety of early learning settings are examined with a focus on the theoretical and practical elements which form the foundation of quality play-based education. Specific content areas (e.g., numeracy, science, literacy, arts, technology and physical activities) are used to create play-based curriculum opportunities that address the whole child’s learning needs including literacy and language, math and science, problem solving skills and aspects of physical and psycho-social development. Students analyze play and play-based curriculum with respect to historical perspectives, legislation, socio-cultural backgrounds, impact of economics, global contexts and the natural environment.

Prerequisite(s): EDU4114 and EDU4120 and EDU4123  
Corerequisite(s): EDU4230

**EDU4232 Guiding Behaviour**

In early learning environments children require the ability to interact effectively with others and to self-regulate their own behaviours. Guided by legislation, students analyze theories and behaviour guidance strategies to develop skills that support children’s development of positive social interactions and self-regulation. Assessments of various factors influencing interactions and behaviours of children in early learning environments are completed in order to determine methods and strategies of positive behaviour guidance for groups and individuals.

Prerequisite(s): EDU4120 and EDU4123 and PSY4121  
Corerequisite(s): none

**EDU4240 Literacy and Numeracy Development**

Research indicates that early language, literacy and numeracy play an essential role in a child’s future success. Using relevant theories as a foundation, students determine effective strategies for supporting children’s language, literacy and numeracy skills within a variety of settings. Students discuss and identify the important roles parents/families play in the emergence of children’s literacy and numeracy skills and develop collaborative working relationships with parents.

Prerequisite(s): EDU4120 and EDU4231 and PSY4121  
Corerequisite(s): none

**EDU4241 Assessments**

Educators must make accurate assessments of children’s learning, as well as being able to evaluate the quality of early learning environments/programs. Students build on the knowledge of how to make summative and formative assessments of children’s development, skills and interests. Students examine effective data collection and analysis methods and develop documentation and communication strategies to provide feedback to others. Students analyze and evaluate standardized assessment packages in the early years and elementary educational systems. Students complete environmental assessments for determining quality in early learning programs. As well, students examine strategies used for assessing program quality and efficacy at the broader organizational level.

Prerequisite(s): EDU4120 and EDU4230 and EDU4231  
Corerequisite(s): none
EDU4242 Creative Arts for Children

Through the exploration of creative art materials and activities young children develop and demonstrate a wide variety of skills and abilities. Students develop the skills required to integrate creative arts into the early learning curriculum in both educational and community settings. Students create, implement and evaluate learning experiences in music, physical games and movement, dramatic play and in the visual arts. Students analyze the seminal research in art education and its importance to holistic development of the young child. The role of the arts in community-based programs for children and families is examined.

Prerequisite(s): EDU4120 and EDU4230 and EDU4231  
Corerequisite(s): none

EDU4243 Administrative Practices

Effective administrative practices are essential for developing and managing a program. Students explore governance models and legislative requirements for various licensed and community agencies. Students develop an in-depth understanding of policy development and funding in relation to their impact on program development and sustainability. Students also examine effective administrative practices in areas, such as client and public relations; assessing and maintaining program quality; human resources; budgeting and the use of technology to support administrative practices.

Prerequisite(s): EDU4122 and FAM4233 and FAM4234  
Corerequisite(s): none

EDU4353 Infant Specialization

When working with infants and their families, educators need to provide a welcoming and supportive environment while creating collaborative opportunities to facilitate the infant’s growth and development. Students develop the skills to recognize developmental delays or abnormalities. Students develop knowledge and skills to effectively support parents in meeting the developmental needs of their infant. Using relevant knowledge of typical development (motor, cognitive, language and social skills) and assessment strategies students determine effective intervention techniques. Understanding of the impact of delivering sensitive information to parents is discussed with an emphasis placed on effective communication skills (oral and written), active listening skills and working collaboratively with parents and professionals.

Prerequisite(s): EDU4120 and EDU4123 and EDU4230 and PSY4111 and PSY4121  
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
Bachelor of Early Learning and Community Development (Honours)

11

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 collaborate with an organization or programs in identifying a topic for their proposals. In addition to the written proposal, students have opportunities to discuss their experiences working with organizations and programs and gain knowledge about funding sources.

Prerequisite(s): ENL1100 and PHI1000
Corerequisite(s):none

EDU4472 Special Studies in Early Learning

Combining acquired skills and knowledge with individual interest areas, students research relevant early learning issues within community organizations that would benefit from further investigation, strategic planning or implementation of organizational or policy changes. Working collaboratively with the organization, students develop a proposal that may guide future work and learning.

Prerequisite(s): EDU4360
Corerequisite(s):none

EDU4478 Early Learning and Community Development Work Term

The work term experience provides an experiential learning opportunity for individual students which is 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 draw on their experience for a number of their final semester courses. Although centred with early learning and community development agencies located in Eastern Ontario, work term opportunities are sought throughout Canada and abroad.

Prerequisite(s): FAM4362 and FLD4474 or EDU4360
Corerequisite(s):none

EDU4480 Independent Study and Research

Increasingly the early learning sector requires individuals with strong analytical and interpretive skills essential to carry out well-grounded research, develop policies, or access funding to support young children and their families. Using an area of interest individual students identify a research question for in-depth study. Students conduct a literature review, determine methodology to study the question, collect data, analyze the findings and prepare a final research report outlining research findings and future direction for investigation.

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

EDU4481 Advanced Principles of Learning Behaviours

An understanding of the psychology of learning is a critical foundation for the planning of effective behaviour support strategies. Students develop an advanced level of knowledge of learning theory, with an emphasis on the application of principles of learning to our everyday interactions with diverse populations. Students practise defining behaviour objectively and consider the roles of behavioural antecedents and consequences in supporting behaviour change. Positive behaviour support is studied as a system of preventing challenging behaviour. Students also consider techniques, such as differential reinforcement of other behaviour, satiation, extinction, time out and overcorrection within the context of the least restrictive treatment model. Training in nonviolent crisis intervention is also completed.

Prerequisite(s): EDU4123 and EDU4232 and PSY4121
Corerequisite(s):none

ENL1100 Communications and Academic Writing

Effective communication is an integral component of success in the workplace and in lifelong
learning. Students review communication theory and its connection to expository writing. Frequent writing exercises encourage the development of content that is coherent, well organized and correct. Students consider and use strategies to generate ideas, to collect and organize information, to acknowledge sources, to identify and develop a thesis and to adapt format, style and tone for different purposes and audiences.

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

**FAM4233 Legislation and Ethics in Family Services**

Legislation in the social welfare sector guides professionals in their work with children and their families. Students examine the legislation and regulations that comprise the social welfare system in Canada and link this knowledge to a broad range of professional activities including community advocacy. Municipal, provincial, and federal acts are discussed. Students examine the codes of ethics and standards of practice for professionals working within the social welfare system; apply this knowledge to real life situations, and determine how it affects professional interactions and relationships with children, families, colleagues, community organizations and policy makers.

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

**FAM4234 Working with Adults**

Parents and others working within the early learning field, through participation in educational
programs, are empowered to become leaders and advocates for the needs and rights of young children in their communities. Using knowledge of adult learning theories and effective educational strategies, students develop skills in creating, planning and facilitating a wide range of workshops, educational programs and presentations based on assessed community needs. Students develop the skills necessary to critically assess existing community services and resources, and to support adults in accessing and advocating for relevant community resources required to meet individual and family needs.

Prerequisite(s): PSY4111 and PSY4121
Corerequisite(s): FAM4233

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 also develop an early learning framework for community organization and understand the basic process and skills used in community development and advocacy. Students learn about principles for engaging urban, rural and suburban environments, or other specific communities, through an empowerment and anti-oppressive lens. An emphasis is placed on tangible tools and skills that educators can use in their own communities and places of work.

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

FLD4244 Field Placement I

Individuals developing the skills to work with children require practical as well as academic experiences. Functioning as part of a team, students develop, implement and evaluate learning experiences for young children through the application of knowledge and skills acquired in academic courses. Within the context of the placement students facilitate children's learning and
Bachelor of Early Learning and Community Development (Honours)

Individuals developing the 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 FAM4233 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):NAT4473

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): EDU4120 and EDU4231 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

PHI1000 Logic and Critical Thinking

Logic and critical-thinking skills play an important role in both daily life and ongoing academic studies. As foundational skills, they support both the development and assessment of ideas, concepts and courses of action that are presented on a daily basis. Approaching the subject from both a practical and theoretical perspective, students hone their skills in analysis, argumentation,
reasoning and persuasion. A range of topics and thinkers provide material with which students can exercise and apply their skills.

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

**PHI2000 Introduction to Research**

Academic research requires students to possess a fundamental knowledge of accepted methodologies and practices. An overview of the research process and tools prepares students to engage in scholarly work. Emphasis is on evaluation, selection and documentation of primary and secondary sources, as well as the development of a research project.

Prerequisite(s): ENL1100 and PHI1000
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

**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

**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.
Bachelor of Early Learning and Community Development (Honours)

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

**PSY4111 Social Psychology**

Social Psychology represents a diverse area of study where scientific methods/principles are used to explain how individual behaviours and ways of thinking are influenced and motivated by others. Students explore the basic principles underlying social identity, attitude formation, cognitive dissonance and group dynamics. Interpersonal behaviours, such as conformity, altruism, affiliation, prejudice and how perceptions are formed about others are also studied.

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

**PSY4121 Educational Psychology**

Knowledge of how individuals learn is important when developing effective curriculum. Through reflection, students examine their existing beliefs regarding the processes of teaching and learning. Students explore the body of psychological theory and research that informs best practices in education. Students investigate how characteristics of the learner, teacher, environment and teaching strategies interact to impact learning. Emphasis is placed on the application of learning theories and motivation to early learning contexts.

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

**QUA2000 Statistics**

Students explore fundamental statistical concepts and use statistical software to summarize, analyze and present both descriptive and inferential statistics. Topics include central tendency, variation, probability, central limit theorem, sampling, estimation, hypothesis testing and simple regression and correlation. These theoretical concepts are explained through practical examples from various sectors. Students develop the required background for further study related to research.

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